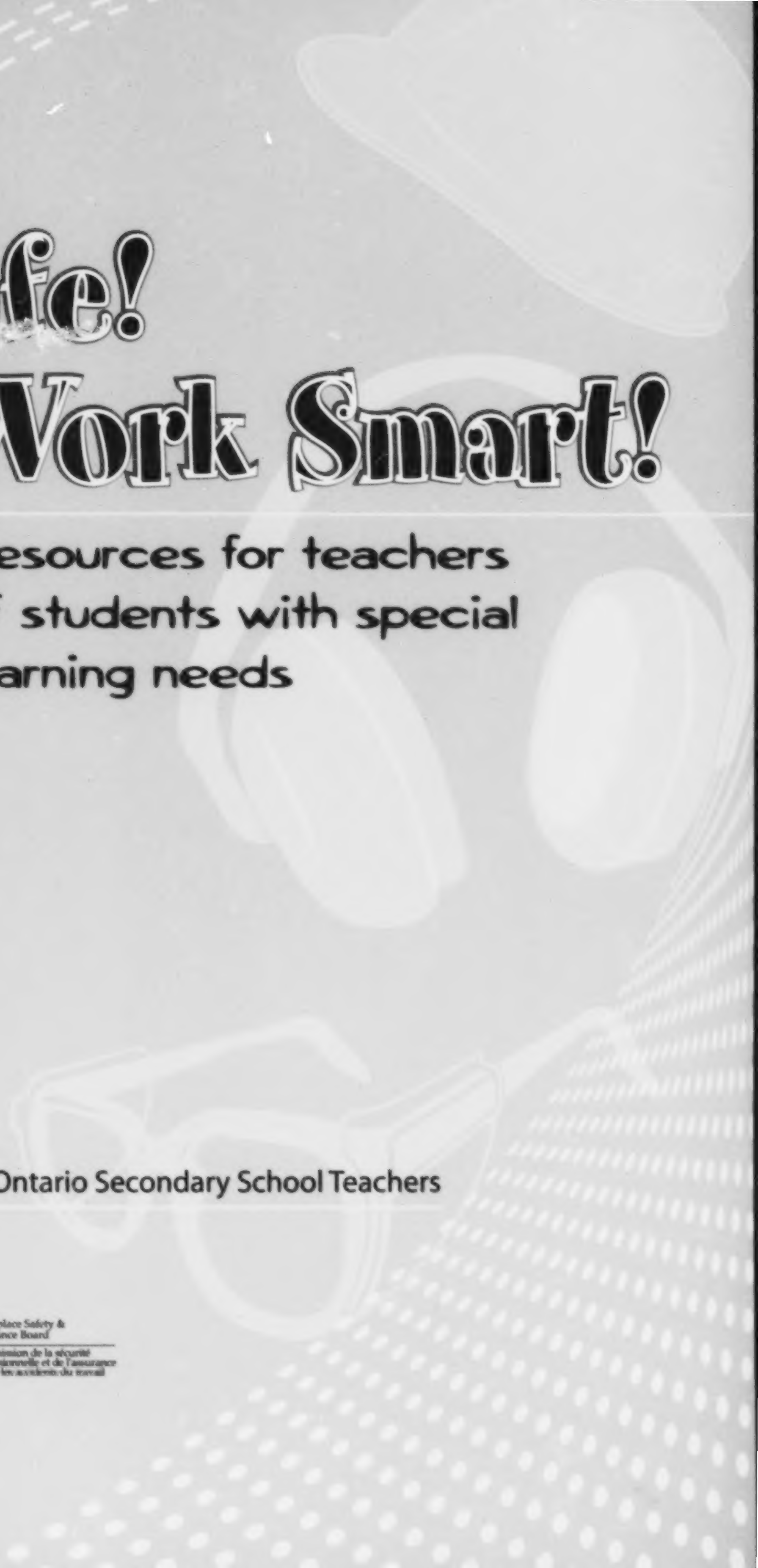
Live Safe! Work Smart!

Resources for teachers of students with special learning needs



Health and Safety Resources for Ontario Secondary School Teachers

Produced by a partnership of:

Ontario

WSIB Workplace Safety & Insurance Board
ONTARIO
CSPAAT Commission de la sécurité professionnelle et de l'assurance contre les accidents du travail

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Health and safety resources to support teachers working with students with special learning needs

The *Live Safe! Work Smart!* resources are designed to help you, the Ontario secondary school teacher, provide your students with the skills and knowledge to live and work injury-free. Every year our children – your students – participate in experiential learning, take on summer jobs, work part-time, volunteer or leave school for full-time employment. Tragically, every year young workers are critically injured and some lose their lives at work.

Teaching health and safety in the classroom, integrating it with student education in Ontario, has been making a difference in preventing these needless injuries. Living and working safely is a life skill, one we sometimes don't learn until tragedy strikes. Together we must ensure that our young people know and understand their rights when safety is involved. They must develop the confidence to ask questions regarding safety and say no to unsafe work. They must not be injured. Your leadership in preparing students for life and work makes a difference.

The development of this resource by a small team from the Ministry of Labour and the Workplace Safety and Insurance Board could not have happened without the advice and feedback from the Ministry of Education and a dedicated group of Ontario teachers from across the province who work with students with special needs. Thank you to these wonderful teachers for teaching us how to develop lessons to teach safety concepts to their students, piloting these lessons and having us in their schools and classrooms.

Live Safe!
Work Smart!

Resources for Teachers
of Students with Special
Learning Needs

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♻ Printed on recycled paper.

For more information and news about the *Live Safe! Work Smart!* resources or to obtain electronic versions of the handouts and overheads in this book, visit www.livesafeworksmart.net.

Students can find answers to their questions about health and safety and employment standards at www.WorkSmartOntario.gov.on.ca, the official Ministry of Labour website for young and new workers.

The Ministry of Labour and the Workplace Safety and Insurance Board do not assume and are not responsible for any liability whatsoever for any use of this material. To determine rights and obligations under the laws regulating workplace health and safety, the reader is directed to the provisions of the *Occupational Health and Safety Act* and the regulations made under that statute.

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Section 1

Introduction

Getting Started...

⇨ If you would like to check out the lessons right away, go to page 19 for the first of the seven lessons.

⇨ Pages 6–10 provide information you will need to know if you have students who will be visiting workplaces. Find out how old students need to be to even be in certain types of workplaces and what the reporting requirements are in the event of a serious injury.

⇨ For a fun activity that can be used with any of the lessons or as an introduction to the topic of workplace safety see page 12.

⇨ The next few pages provide a quick overview of the layout and content of this book. Keep reading to find out how to get the most out of this resource.

Introduction: Features of this resource and some things you should know about safety regulations

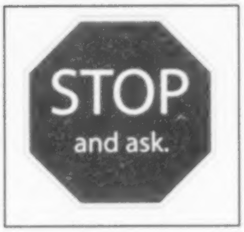
What's in this resource?

We've assembled a set of specially designed lessons, overheads and exercises for students with special learning needs who may be blind, deaf or have a learning disability. The lessons may suit your students as designed, but have been written to give you the flexibility to customize them easily to meet the special learning needs of particular students. With some minor adjustments, the lessons will be suitable for some English as a Second Language programs as well.

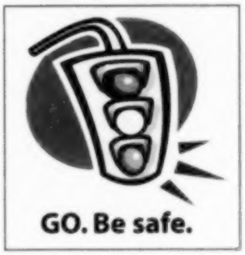
In section two, beginning on page 19, you'll find lessons that cover many aspects of health and safety at work. The lessons cover health and safety law, physical hazards, biological hazards, the Workplace Hazardous Materials Information System (WHMIS), ergonomics, personal protective equipment and job stress, but you'll find the lesson titles use simple, everyday language rather than this more technical terminology.

These special safety lessons reinforce the basic health and safety concepts students need to know to help prevent injuries on the job. Thanks to the support and feedback of a group of Ontario teachers who work with students with special needs, the lessons have been carefully built to introduce complex concepts in a user-friendly, easy-to-understand format.

"Stop and ask." or "GO. Be safe."

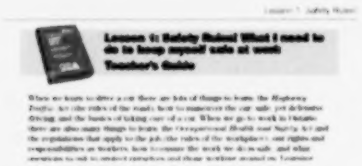


The theme woven throughout this resource is "Stop and ask." or "GO. Be safe." These two simple principles will help your students make wise decisions at work. During the development of this resource, one Canadian safety expert who reviewed the WHMIS lesson commented that we'd have a lot less people injured if every Canadian lived and worked by the simple concepts of "Stop and ask." or "GO. Be safe."



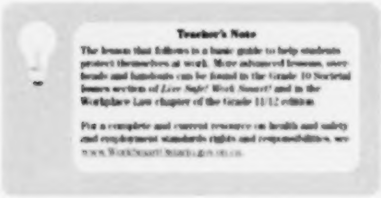
This concept is reinforced at the end of each lesson with a summary that provides you with simple situations to present to the class so they can tell you if the situation requires them to "Stop and ask." or "GO. Be safe." Full-page masters of "Stop and ask." and "Go. Be safe." pictures for visual reinforcement of the concept are in Section 2 on pages 17 and 18, right before the first lesson. Suggestions for the use of these pictures can be found throughout the lessons, but we know you'll find lots of creative ways to use them.

Teacher's Guides



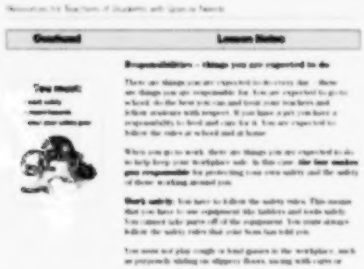
Each lesson starts with a few pages aimed at providing you with in-depth information to familiarize you with the topic or perhaps to provide a refresher. Information provided in the teacher's guides might also be suitable for some of your students.

Teacher's Notes



These special instructions appear throughout the lessons, offering advice and ideas for using the material in the classroom. They appear at the end of each Teacher's Guide before the suggested lesson to explain the general approach and to direct you to more detailed lessons in the *Live Safe! Work Smart!* Grade 9–10 and 11–12 editions for students who can handle more advanced concepts.

Student Lessons – Overheads and Lesson Notes



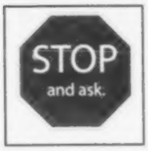
The lessons that you can deliver in the classroom are laid out with the notes for the suggested lesson in the right-hand column and small thumbnail pictures of the corresponding overheads to reinforce the lesson on the left. All of the lessons strive to relate workplace health and safety topics to situations students may already be familiar with. By building on the "known," we can make workplace topics that can be complicated easier to understand.

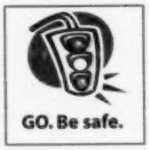
Lessons have been carefully crafted to focus on key concepts and the basics of what anyone in the workplace needs to know to be safety-savvy. The messages are short, memorable and are reinforced in creative ways, with posters, hands-on activities, quizzes, puzzles, role playing and games.

Overhead Masters

While small thumbnails of the overheads are shown with the lessons, full-page masters of these are located at the end of each lesson. Graphics have been selected to depict real-life situations and help bring workplace concepts into the classroom wherever practical and possible. High contrast images have been provided for easy comprehension and to allow for crisp and clear copying either in colour or black and white.

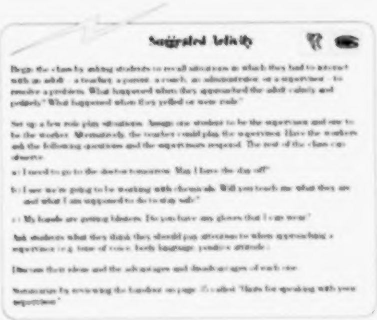
These overheads are also suitable as student handouts if you prefer to use them that way. Some teachers have also scanned selected overheads and made their own PowerPoint presentations to use in class. We plan to make Adobe Acrobat pdf files of the overheads (along with handouts for student activities) available for download on the *Live Safe! Work Smart!* website at www.livesafeworksmart.net so you can print from your computer or copy and paste materials for your lessons.





Masters for photocopying these signs, which can be used with every lesson, are on pages 17 and 18, right before the first lesson.

Suggested Activities and Handouts


Suggested Activity

Appropriate exercises to reinforce concepts are provided in the flow of the lessons. Each "suggested activity" comes with ideas for the teacher and the answers for each exercise. Where appropriate, full-page masters are ready for you to duplicate and hand out. Check www.livesafeworksmart.net for Adobe Acrobat pdf files for these handouts if you prefer to print from your computer. You can copy and paste from the pdf files if you want to create your own customized handouts or overheads.

A variety of activities have been provided throughout this resource so there's something for everyone. Where matching games may be suitable for some students, others may be challenged by a word search puzzle. Some will learn through role-play while others will benefit from a mini-poster with picture to help them remember the important points. How about a safety fashion show or just an opportunity for a student to try on a hard hat to know how it feels to wear one? All of these activities and exercises, along with a few special "bright ideas" are provided in this resource.

Activities suitable for deaf students are noted with an ear icon while those suitable for blind students are marked with an eye. Of course we know that you are the best judge of what's appropriate for your students and will adapt the lessons and exercises as necessary to suit their needs!

Additional Resources

You'll find additional selected resources in Section 3. There's information about other *Live Safe! Work Smart!* materials, the *Live Safe! Work Smart!* website and also about WorkSmartOntario, the official Ministry of Labour website for new and young workers. A list of selected resources on employment accommodation for people with disabilities is also provided.

What you need to know about minimum age in the workplace and reporting of critical injuries and fatalities

Minimum age requirements

Regulations made under the *Occupational Health and Safety Act (OHSA)* set the minimum age for:

- persons to be ***in*** a workplace; and
- persons to be ***working*** in a workplace.

The minimum ages for persons to be ***in a workplace*** apply to unpaid students. Certain placements are not appropriate if a student is underage. Please note that there are currently no minimum age requirements for health care establishments, golf courses, schools, art galleries or museums.

Minimum age requirements to be IN a workplace

14 years old	15 years old	16 years old	18 years old
Offices, stores, arenas, restaurant serving areas*	Most factories, including restaurant kitchens, automotive service garages, produce and meat preparation or shipping and receiving areas in grocery stores, laundries and warehouses*	Construction work, surface mines (except the working face), logging operations, mining plants**	Underground mining or a working face of a surface mine, window cleaning

* The Regulation for Industrial Establishments made under the *Occupational Health and Safety Act* sets out these restrictions for offices, stores, arenas, restaurants and factories, but people younger than the specified age may be in these establishments if they:

are accompanied by a person who has attained the age of majority;

are being guided on a tour of the establishment (office, store, arena or factory);

are in an area of the establishment used for sales purposes; or

are in an area of the establishment to which the public generally has access.

In any case, these exceptions do not mean that a person under the minimum age is allowed to perform any work at these workplaces.

** The Regulation for Mines and Mining Plants made under the *OHSA* allows for tours or visits to mines and mining plants by younger persons if they are accompanied by and under the direction of a guide.

Some examples of how the minimum age rules apply

A 13-year-old could visit the sales floor of a store at the local mall, but would not be allowed to go into the stock room unless they were on a tour of the store or were accompanied by an adult. At the age of 14, they could work in the sales area, but couldn't perform work in the warehouse/storage areas until they turned 15.

A 14-year-old could not go into a steel mill or a warehouse on their own, but could do so on an organized tour or if accompanied by an adult. They would be able to be there on a placement when they turned 15.

The minimum age rules for factories

Your students must be at least 15 years of age to go to a placement in a factory. Although everyone has a notion of what a factory is, there is a specific definition of the term in section 1 of the *Occupational Health and Safety Act*. For your information we've provided the text of some definitions pertinent to the minimum age requirements on page 8. By virtue of the definitions, warehouses and automotive service garages are considered to be "factories."

The minimum age rule for restaurants

If your students are going to be doing unpaid work in a restaurant, it's important that you know what they will be doing there and where within the restaurant they will be working. According to the regulations a 14-year-old can work in the serving area (provided it's not an establishment licensed to serve alcoholic beverages) but that person will have to wait until they turn 15 to do any work in the kitchen, which is considered a "factory."

The minimum age rules for construction projects

The Regulations for Construction Projects prohibit anyone under 16 years of age from being on a project. If you want to take students to a construction site they **must** be at least 16 years old. Section 1 of the *Occupational Health and Safety Act* defines both "construction" and "project." We've included these definitions on page 8 for your information.

If in doubt about the application of a minimum age requirement to a particular workplace, please contact the local Ministry of Labour office listed in the blue pages of your telephone book for assistance.

Some Definitions from the *Occupational Health and Safety Act*

Section 1 (1) Definitions

"factory" means,

(a) a building or place other than a mine, mining plant or place where homework is carried on, where,

  (i) any manufacturing process or assembling in connection with the manufacturing of any goods or products is carried on,

  (ii) in preparing, inspecting, manufacturing, finishing, repairing, warehousing, cleaning or adapting for hire or sale any substance, article or thing, energy is,

    (A) used to work with any machinery or device, or,

    (B) modified in any manner,

  (iii) any work is performed by way of trade or for the purposes of gain in or incidental to the making of any goods, substance, article or thing or part thereof,

  (iv) any work is performed by way of trade or for the purposes of gain in or incidental to the altering, demolishing, repairing, maintaining, ornamenting, finishing, storing, cleaning, washing or adapting for sale of any goods, substance, article or thing, or

  (v) aircraft, locomotives, or vehicles used for private or public transport are maintained,

(b) a laundry including a laundry operated in conjunction with,

  (i) a public or private hospital,

  (ii) a hotel, or

  (iii) a public or private institution for religious, charitable or educational purposes, and

(c) a logging operation.

"construction" includes erection, alteration, repair, dismantling, demolition, structural maintenance, painting, land clearing, earth moving, grading, excavating, trenching, digging, boring, drilling, blasting or concreting, the installation of any machinery or plant, and any work or undertaking in connection with a project but does not include any work or undertaking underground in a mine.

"project" means a construction project, whether public or private, including,

(a) the construction of a building, bridge, structure, industrial establishment, mining plant, shaft, tunnel, caisson, trench, excavation, highway, railway, street, runway, parking lot, cofferdam, conduit, sewer, watermain, service connection, telegraph, telephone or electrical cable, pipe line, duct or well, or any combination thereof,

(b) the moving of a building or structure, and

(c) any work or undertaking, or any lands or appurtenances used in connection with construction;

Reporting of critical injuries and fatalities

Most teachers are aware of reporting requirements under the *Workplace Safety and Insurance Act, 1997* when a student is injured while on a school placement (see Policy/Program Memorandum No. 76A at www.edu.gov.on.ca/extra/eng/ppm/76a.html) but not everyone is familiar with the requirements under the *Occupational Health and Safety Act*.

Definition of a Critical Injury under the *Occupational Health and Safety Act*

Revised Regulations of Ontario, Regulation 834

Critical Injury – Defined

For the purposes of the Act and the Regulations, "critically injured" means an injury of a serious nature that,

(a) places life in jeopardy,

(b) produces unconsciousness,

(c) results in substantial loss of blood,

(d) involves the fracture of a leg or arm but not a finger or toe,

(e) involves the amputation of a leg, arm, hand or foot but not a finger or toe,

(f) consists of burns to a major portion of the body, or

(g) causes the loss of sight in an eye.

The *OHSA* requires employers to report to the Ministry of Labour any critical or fatal injuries suffered by persons in the workplace. Critical injuries include fractures of an arm or leg, amputations, substantial loss of blood, loss of consciousness and other injuries of a serious nature.

In the event of an injury, you, the teacher, will handle the Workplace Safety and Insurance Board (WSIB) reporting requirements, since the claim is under the Ministry of Education's coverage. The employer in the placement workplace must notify the Ministry of Labour of serious injuries, as described above, within the time frames specified in the *OHSA*. Depending on the circumstances, a Ministry of Labour inspector may launch an investigation.

Bright Idea!

Placing students in a workplace

Before you send your students to a placement in a workplace you'll find it helpful to know the policies and procedures that are in place to guide you through the process. To plan for safe and productive placements for your students, please consult the following documents, which are all available on the internet.

Ministry of Education

Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools, 2000

This document is available on the Ministry of Education website at www.edu.gov.on.ca/eng/document/curricul/secondary/coop/coop_ed.html. It outlines the policies and procedures to be followed when placing students in a workplace.

Policy/Program Memorandum No. 76A: Workplace Safety and Insurance Coverage for Students in Work Education Programs (dated September 27, 2000)

This memorandum, available at www.edu.gov.on.ca/extra/eng/ppm/76a.html, provides essential information about insurance coverage for students in work education programs.

Ministry of Labour

For helpful information on assessing a workplace to see if it's suitable for your students from a safety perspective, refer to the *Live Safe! Work Smart! Appendix for Cooperative Education and Other Forms of Experiential Learning*. It can be downloaded free of charge from www.livesafeworksmart.net.

Section 2

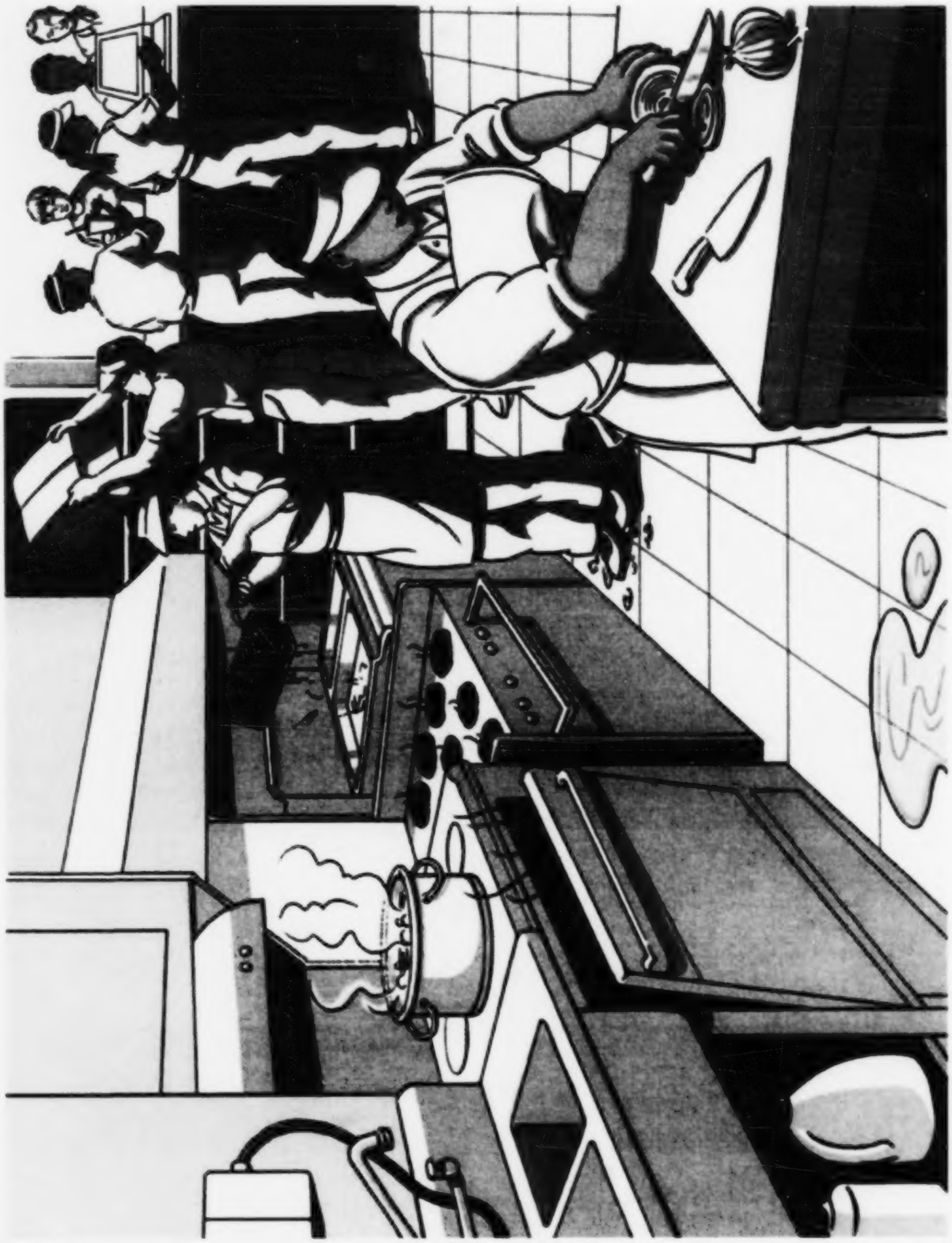
Health and Safety Lessons

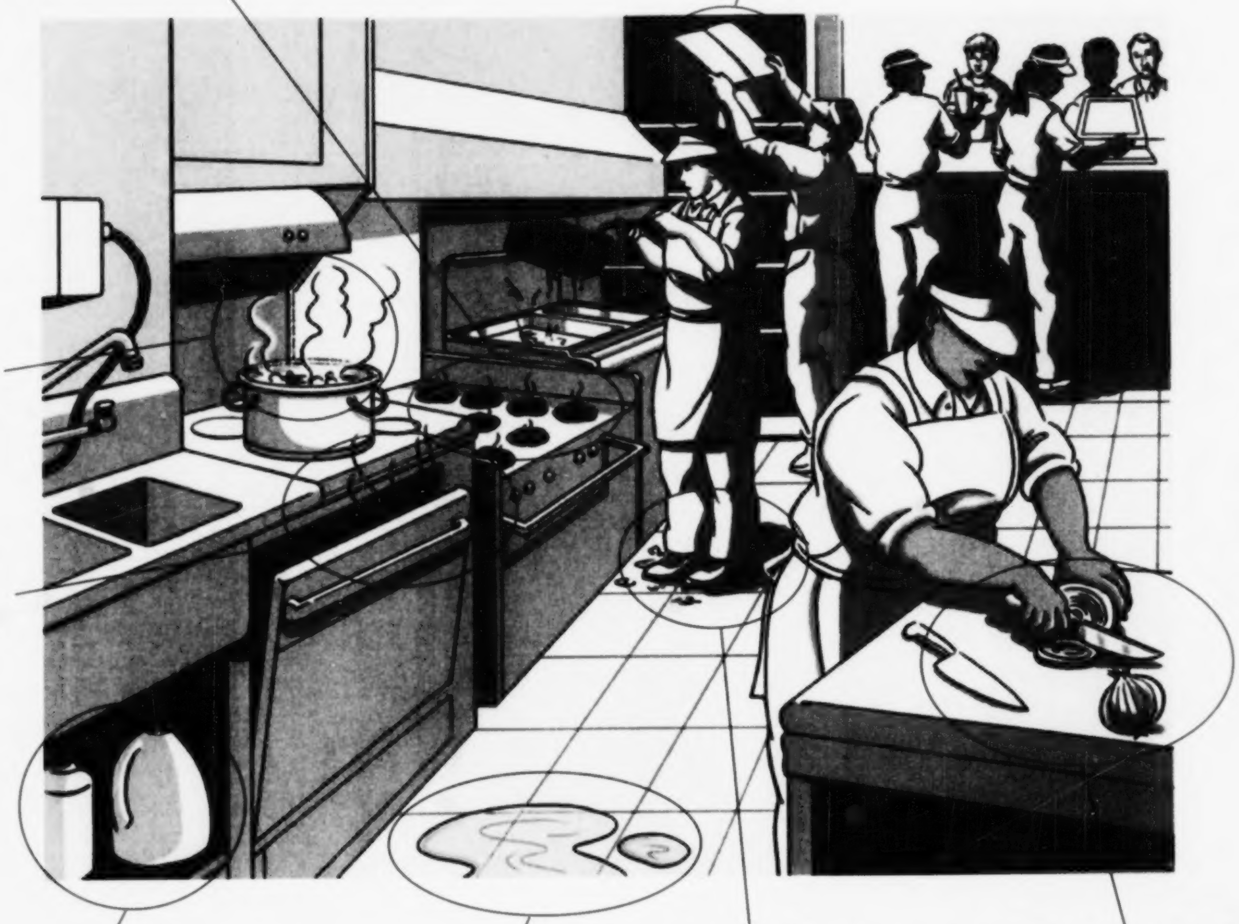
A Suggested Activity to Get Started

This activity tests the student's ability to spot potentially dangerous situations. The two workplace scenes on pages 13 and 15 can either be handed out or projected on an overhead for all students to see at once.

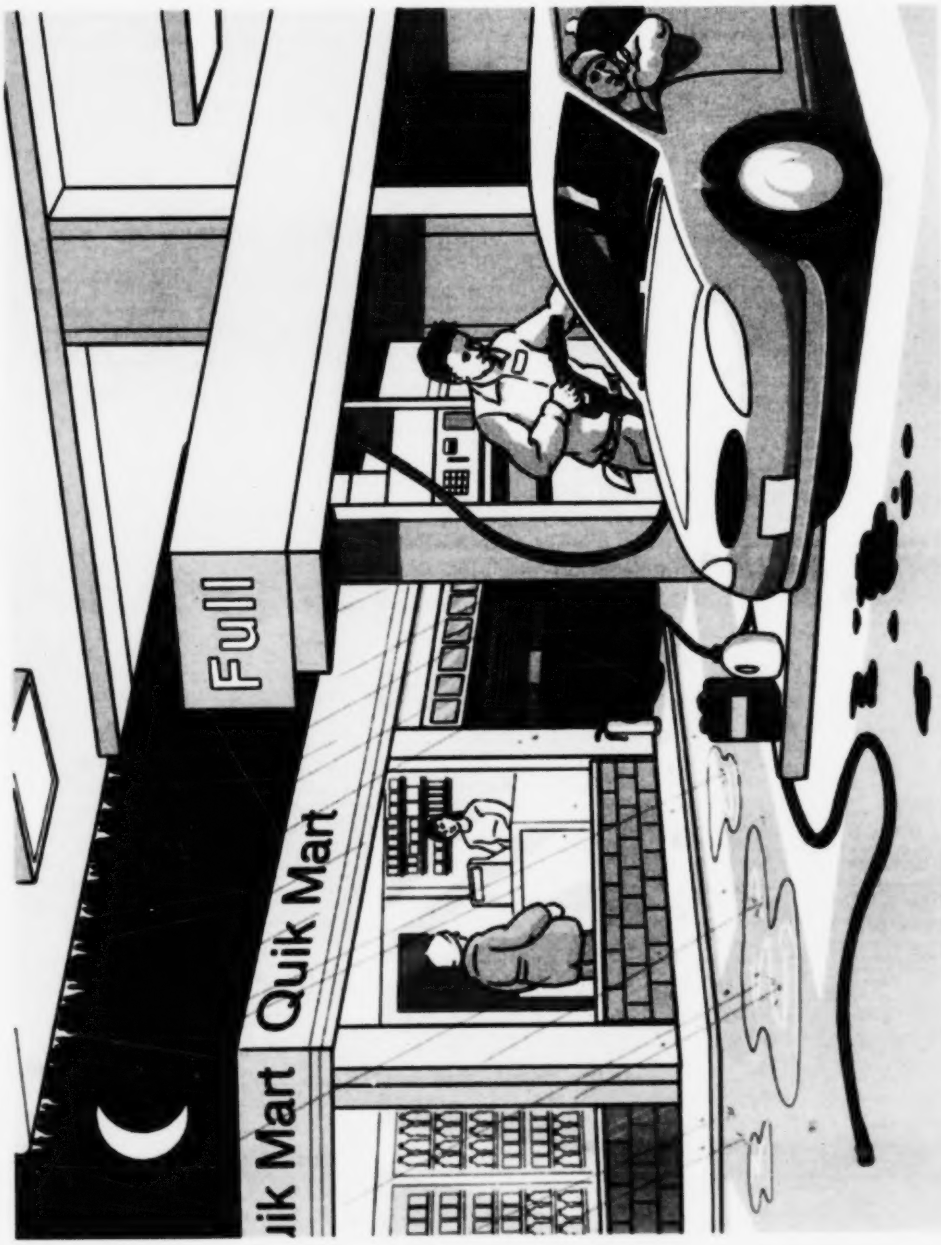
The objective is to spot as many hazardous situations as they can – there are really no wrong answers! The answers on pages 14 and 16 indicate many situations your students may identify, but they'll probably find even more – and that's great.

Ideally, the students should also discuss what needs to be done to eliminate the hazards they find so that no one gets hurt. This exercise can fit anywhere in your lesson planning to reinforce information or to introduce a topic. Have fun with it!




Burners should be off if not in use so no one gets burned.
She could hurt her back by reaching up to lift objects.
Pot on stove could cause steam burns
Hot oven should be closed.
Chemical containers are not labelled
Someone could slip in the puddle.
Grease on floor is slippery.
She could cut herself with the knife. A knife shouldn't be lying around when not in use.

Source: *Work Safe!* University of California at Berkeley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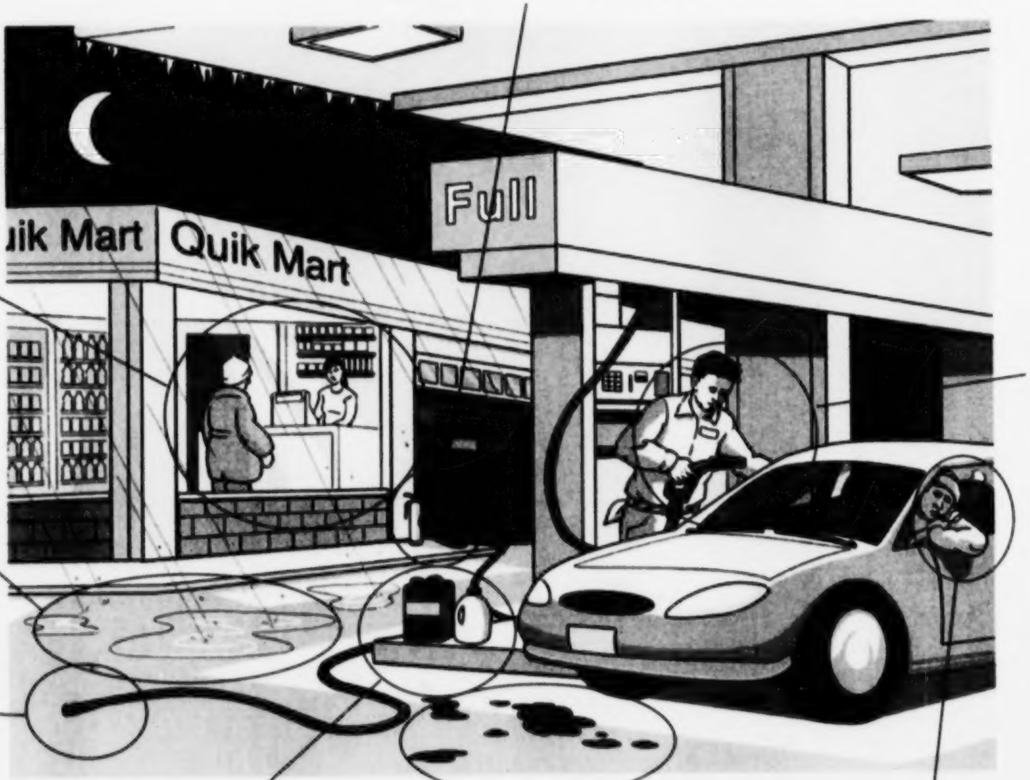
Quik Mart
uik Mart



Tire should not be blocking access to the fire extinguisher.

The clerk could be robbed.

Make sure he puts gas in the gas tank.

Someone could slip in the puddles.

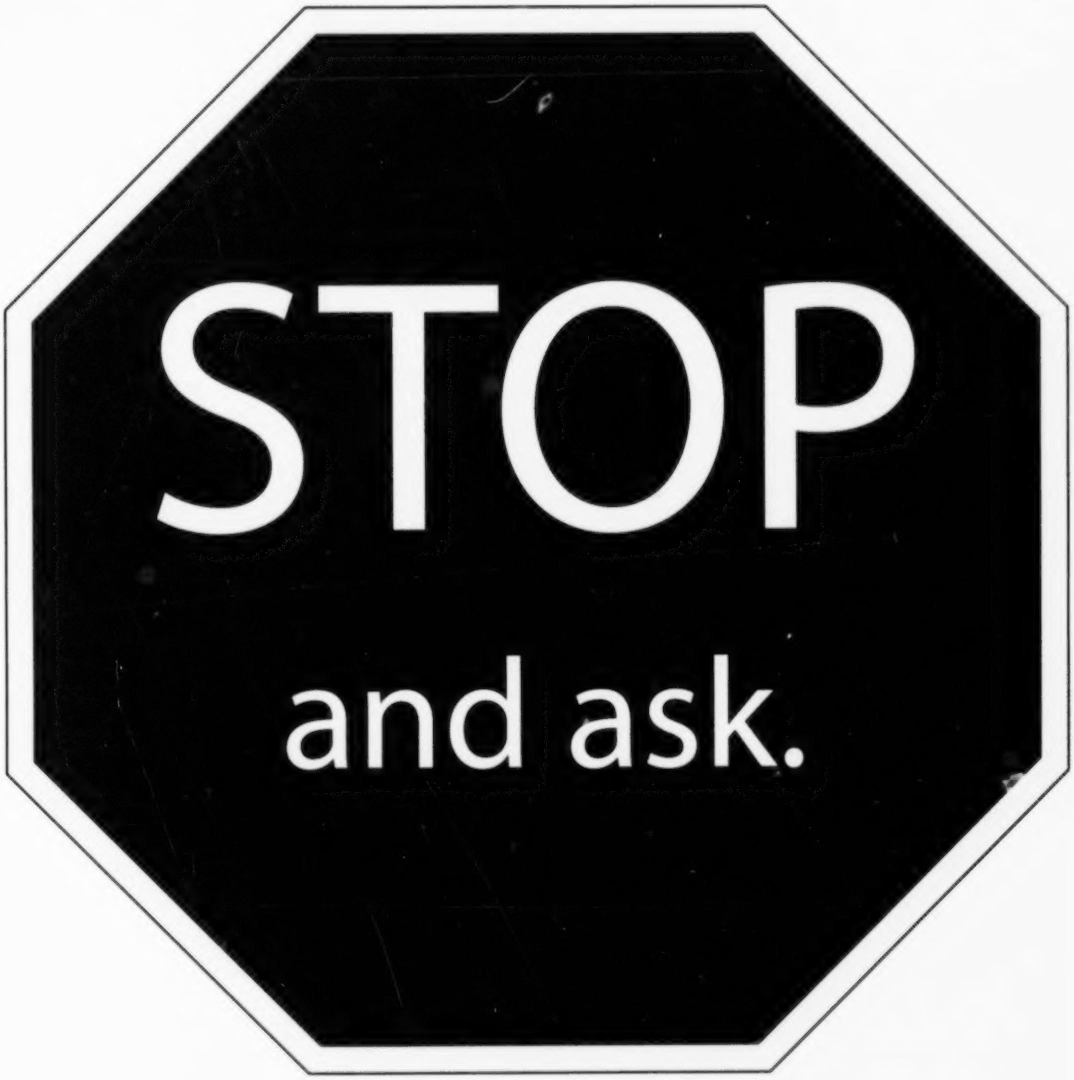
Someone could trip over the *hose.*

Chemical containers are not labelled

Someone could slip on the oil or gas.

Man smoking could cause an explosion.

Source: *Work Safe!* University of California at Berkeley


STOP
and ask.

GO. Be safe.

Lesson 1: Safety Rules! What I need to do to keep myself safe at work

Teacher's Guide

When we learn to drive a car there are lots of things to learn: the *Highway Traffic Act* (the rules of the road); how to maneuver the car; safe, yet defensive driving; and the basics of taking care of a car. When we go to work in Ontario there are also many things to learn: the *Occupational Health and Safety Act* and the regulations that apply to the job (the rules of the workplace), our rights and responsibilities as workers, how to ensure the work we do is safe, and what questions to ask to protect ourselves and those working around us. Learning about occupational health and safety can protect us from serious injury or even death. Some young people wished they had known more about health and safety before they took on their first jobs.

Health and safety information is critical. Each year in Ontario tens of thousands of young workers file a claim with the Workplace Safety and Insurance Board because they have been injured at work. Far more get injured and it never gets reported. Some of these injuries result in death. Every year for the last few years workers 24 years of age and under have lost their lives at work. Injuries and deaths are preventable and being prepared with a few key safety lessons is one way to help students prepare for an injury-free work experience.

Recognition, assessment, control (RAC) is key to preventing injuries

Recognition is the first step to know what a hazard is. A hazard can be defined as the potential in an activity or process to cause injury to people or damage to equipment, structure, or property.

The skill in recognition comes by *stopping* before performing a task to think how the job will be done *before* doing it. Workers must go through all steps in their minds and figure out if there is a potential for injury. If they think there is some danger, they *must not* perform the task before following the rest of the RAC steps.

Assessment involves thinking of the potential hazards noted during the assessment and asking some key questions. A worker should ask himself or herself:

- What do I know about this hazard or activity? How great is the risk?
- Do I have enough information to understand what the dangers are?
- Do I need to ask someone (a parent, teacher or supervisor) for more information?

Workers must immediately inform a supervisor of any hazard they have identified... the *Occupational Health and Safety Act* requires that workers do that!

Control of a hazard can happen in a number of ways.

- **At the source:** Sometimes hazards are controlled where they occur. Examples include the use of machine guards (i.e. guards on a meat cutter), or using materials that are less hazardous.
- **Along the path:** This method involves controlling the hazard before it reaches the worker. This could be done, for example, by setting up ventilation, or using sound barriers.
- **At the worker:** This method often involves having the worker wear personal protective equipment (appropriate to the hazard).

Students don't have to take a job that they feel is unsafe. They must make sure they get the training that they feel they need. If students still have concerns or doubts after talking to the employer and their parents, they might decide that the risk to their personal health and safety is not worth the money.

How can students protect themselves at work?

STOP
and ask.

1. Before they start a job students should be aware that there are things they can do to protect themselves. The most important is to **ask questions**. If they aren't sure something is safe, they should **stop and ask**. This cannot be emphasized enough. Students need to learn how to ask questions about safety before they go to work or at any time while at work.

2. The second thing students can do is **inform themselves.** When they go to a job interview they should be prepared to ask a potential employer whether they'll receive safety training and what protective equipment they'll need to bring to work. Before they start a particular task in the workplace they should ask themselves some questions to be sure they are ready to work safely:

- Do I know everything I need to know about recognizing, assessing and controlling hazards in this workplace?
- Do I know how to do this job safely?
- Have I been trained?
- Do I have everything I need to do the job safely?
- Are my tools appropriate and in good condition?
- Do I have the appropriate personal protective equipment and does it fit? Do I know how to wear it properly? Is it in good shape?

3. Students have a responsibility to **work safely**. That means following the employer's safety rules, wearing any protective equipment required by the employer and refraining from "horseplay" in the workplace. The government created laws to protect workers, but workers have a role to play in their own safety as well.
4. If students try to resolve a health and safety concern by asking questions and they still don't feel a situation is safe, they have the right under the law to **say "no"** until their concerns are addressed. Refusing to work is a serious thing to do and must not be taken lightly, but students must be aware that they have this right if they feel that they or their co-workers are in real danger.

Workplace laws

Occupational Health and Safety Act

The guiding principle of Ontario's occupational health and safety laws is that everyone has a responsibility to help make the workplace a safe and healthy place. The main purpose of the Ontario *Occupational Health and Safety Act* (*OSHA*) is to prevent injuries, diseases and deaths caused by hazards at the workplace. It establishes responsibilities for each person who works at the workplace, procedures for dealing with workplace hazards, and committees to address safety issues. It also provides for enforcement of the law where compliance has not been achieved. The current *OSHA* has been in effect since 1979. However, health and safety legislation has been around in Ontario since the turn of the last century.

Workplace Safety and Insurance Act, 1997

The Workplace Safety and Insurance Board (WSIB) was formerly called the Workers' Compensation Board and some people still use the "short" version of their old name – WCB.

The WSIB's vision is to eliminate all workplace injuries and illnesses. Their mission is to serve the people of Ontario by promoting safe and healthy workplaces, and by providing an insurance system for injured workers and employers. As part of this system, the WSIB provides disability benefits, and assists in early and safe return to work for workers who are injured on the job or have an occupational disease.

The WSIB is responsible for the *Workplace Safety and Insurance Act, 1997*, another important law that was created to help promote safe and healthy workplaces, to help workers who are injured or ill at work return to work quickly and safely and to provide compensation benefits while they are off work due to injury.

Employment Standards Act, 2000

The Ministry of Labour also administers the *Employment Standards Act, 2000 (ESA)* and its employment standards officers enforce the Act and its regulations.

It is the law that contains Ontario's basic rules about working and employing people. Employees and employers have rights and responsibilities under the *ESA*. It sets out provisions for important aspects of work such as:

- minimum wage
- maximum hours of work
- vacation and vacation pay
- termination of employment and severance pay
- overtime pay
- pregnancy leave and parental leave
- emergency leave

Teacher's Note

The lesson that follows is a basic guide to help students protect themselves at work. More advanced lessons, overheads and handouts can be found in the Grade 10 Societal Issues section of *Live Safe! Work Smart!* and in the Workplace Law chapter of the Grade 11/12 edition.

For a complete and current resource on health and safety and employment standards rights and responsibilities, see www.WorkSmartOntario.gov.on.ca.

Lesson Introduction

In the workplace employers, supervisors, and workers all need to work together to ensure the workplace is safe and healthy. This lesson explains from a worker's point of view what he/she can do to help this to happen. There are four sections in this lesson:

- What can hurt me at work?
- Your right to a safe workplace.
- What to do in an emergency.
- How to ask questions at work.

The types of hazards mentioned in this lesson are covered in more depth in lessons 2 through 7 to allow you to focus on the types of hazards that your students will most likely be exposed to at work.

Overhead	Lesson Notes

What can hurt me at work?

We face things that could be dangerous or harmful every day of our lives. We walk across busy streets, drive to school or work, play sports we enjoy – and we take it for granted that nothing bad will happen to us. That's because we've learned how to protect ourselves – we look both ways before we cross the street, we wear our seat belts in the car and our helmets when we ride a bike or play hockey.

When we go to work, we must learn how to protect ourselves because there are also dangers at work. There are things you need to know and do to help yourself to be safe. You also need to work with your employer to make sure everything is done to make the workplace safe.

The first thing is to learn about what might hurt you and how to recognize these things so you can avoid them.

Things that can hurt you or make you sick at work are called "hazards." There are different kinds of hazards you need to know about.

Overhead **Lesson Notes**

Things that can hurt me:

Safety hazards

Biological hazards

Lifting and carrying

Chemical hazards

Safety hazards that can hurt you exist in every workplace. They are typically easiest to spot but, sadly, are too often overlooked because they have been there for so long that no one notices them or someone is waiting until a day when there is less work to do to fix them – and this day never seems to come!

Safety hazards include:

- machines where you can touch moving parts, such as blades on a mixer, or a blade on a table saw, or a moving belt on a motor
- loud noises that can hurt your hearing
- electrical cords that are damaged so you can see the wires or that are running across floors and walkways where you can trip on them
- working at heights and from ladders or scaffolds when you can fall
- liquids or spills on the floor that can make you slip.

Biological hazards are living things such as bacteria, viruses, and insects that can make you sick. You'll come across them when working with people and animals or in kitchens, for instance in a day care, hospital or veterinary office. Watch for:

- blood and body fluids (e.g. spit and urine)
- mould
- bacteria
- insects that bite
- animal and bird droppings.

Chemical hazards are in many workplaces. They can make workers sick or hurt them if they are not handled properly. Some chemicals can catch fire or explode. Some can cause serious burns. Sometimes workers will get skin rashes or have trouble breathing if they work with chemicals. Watch for:

- dangerous liquids, such as cleaning products, paints, acids and solvents, or any liquid in an unlabelled container – this is a warning sign

Overhead	Lesson Notes

- gases stored in tanks or cylinders, like acetylene for welding and propane for heaters or barbeques
- things that catch fire easily, like gasoline and solvents such as nail polish and paint thinners.

Lifting and carrying can give you a sore back and shoulder pain. You can be hurt if you:

- lift frequently
- repeat the same movements over and over
- use too much strength
- bend and twist to do your work

Working on computers can hurt you if you:

- work for too long without a break
- don't sit straight
- don't have a proper workstation that you can adjust for your body size.

Your employer is supposed to tell you about anything that might be dangerous. This is one of his or her responsibilities.

If you see something that you think is dangerous you *must* tell someone. Tell your supervisor, teacher or parents.

Suggested Activity

This activity will reinforce the student's ability to recognize a hazard and provide meaningful insight into some of the types of hazards students are currently facing at work placements or in part-time work. This exercise can be done orally or a list can be made on the board.

1. **Question for the class: *List some of the things that might be dangerous where you work.***
   - Make a list of 5 to 10 items from suggestions by students.
   - Reinforce how each situation they bring up could hurt them.
2. **Have the class discuss: *What do you have to do when you see something dangerous at work?***
   - Reinforce that no matter how big or small the hazards are (referring to the examples they have provided), in all cases they must report the hazards to their supervisors right away and, if the problem is not fixed, they should refuse to do the task until it *is* fixed.
3. **Give students the handout on page 27 called "What would you do?". Have them answer "yes" or "no" to each question and discuss the reasons for their answers.**

#1 Source: Construction Safety Association of Ontario

#5 Source: *Work Safe!* - University of California at Berkeley

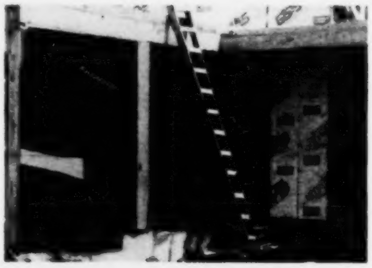
Answers:

1. *No: ladder isn't standing on solid ground, isn't tied to the structure to keep it from falling*
2. *No: carrying too many boxes at once means you can't see where you're going and is a tripping hazard*
3. *Yes: shows a good way to lift a heavy object*
4. *No: never use an unguarded saw – the blade can easily cut your hands*
5. *No: water on floor could cause a fall*
6. *No: don't use machinery unless you've been trained properly*
7. *No: standing on chairs with wheels is unsafe*
8. *No: needles can puncture skin and spread a serious disease*
9. *Yes: asking questions and going to training is important*
10. *Yes: washing hands prevents the spread of germs*

What would you do?

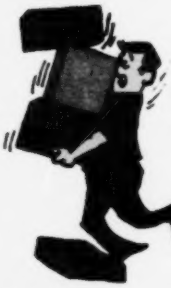
Look at the pictures and read the question below each one. When you have an answer, write "yes" or "no" beside the number for each picture. Why did you decide "yes, it's safe" or "no, I need to stop and ask"?

1



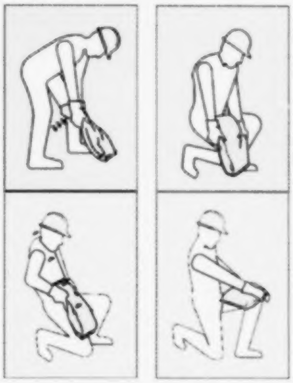
Would you climb this ladder?

2



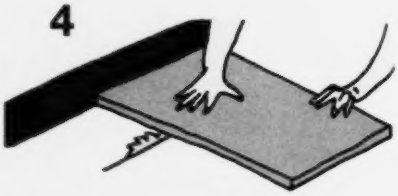
Would you carry these boxes?

3



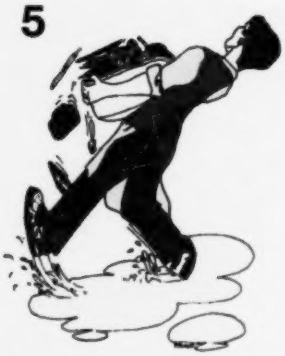
Would you lift a bag this way?

4



Would you use this saw?

5

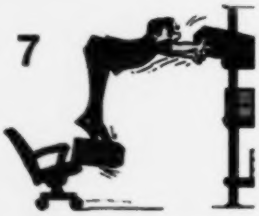


Would you walk through this puddle?

6

Would you use this machine without training?

7



Would you stand on this chair?

8

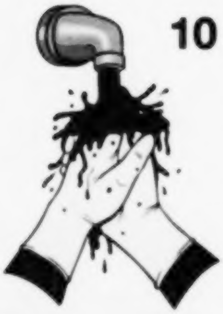
Would you pick up this needle?

9

Hazard
Communication
Training

Would you attend training?

10



Would you wash hands after handling chemicals?

Your right to a safe workplace

There are rules, or laws, that say how fast you can drive on the highway, or that you cannot steal from the store or that you must wear your seat belt in the car.

There are also laws that apply to safety at work. It's important to know what the rules are before you go to work. The safety laws for work spell out what your employer must do, what your supervisor must do and what you must do to help prevent injuries at work.

Worker rights in the law

- to know
- to participate
- to refuse to do unsafe work

Rights – things you can expect

You have a right to go to school; the right to cross the street on a green light; the right to food and a home when you are young. These "rights" are things that you can expect to have just because you are a young person living in Ontario.

When you go to work you can expect that you will continue to have rights – this does not change. You have a right to a healthy and safe work environment and your employer must make sure that happens. You also have three special rights.

Right to know: this means that your employer and supervisor have to tell you about anything that is dangerous in the workplace. They have to show you what to do to stay safe.

Right to participate: this means that you can participate in your own safety by taking part in training programs, by telling your supervisor if you see something that you think is not right and by asking for help to work safely.

Right to refuse: this means that if your supervisor asks you to do something and you think it is not safe, you can say "no." This is the most important of your rights.

If you are in a situation at work where you are asked to do something and you think it is dangerous, then the first thing you should do is **STOP and ask.**

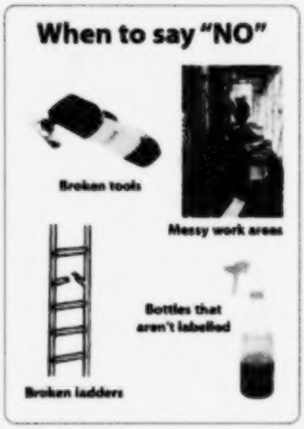
Ask your supervisor about it. Tell him/her that you have a concern. Do this as soon as you see the problem. Don't continue to do work you feel is dangerous and risk getting hurt. If you are having trouble getting your point across to the supervisor, ask another adult you trust to help you speak to the supervisor.

Overhead **Lesson Notes**

Your supervisor has the responsibility to do something about the situation.

If the problem gets fixed or it is explained to you and you understand how to do the work safely, then return to work.

Sometimes, this may not happen – either your supervisor does not agree with you, the problem is not fixed or you still feel that you may be hurt. If you are worried, you can continue to refuse to do the unsafe work and your supervisor must call in people to decide if it's safe. If you are a co-op student you should tell your parents and teacher right away.



Here are some examples of when you should stop and ask questions and say "no" if you feel unsafe:

Suggested Activity: Identify specific situations or red flags relevant for each student that would warrant them saying "no." Explain that it shouldn't happen but if it does then they must stop and ask.

- You are being asked to work on a machine or drive a lift truck and you have not had any training on how to operate that equipment safely.
- You are asked to use a machine that is broken, falling apart or making strange noises.
- You notice damaged electrical cords or broken parts on a machine or tool.
- You are asked to work in a messy area with things on the floor or ground that could make you slip or trip.
- You are asked to climb a ladder that is broken.
- You are asked to use liquids and you have no idea what they are or how to use them safely.
- Another worker said "no" because they thought the job wasn't safe and you don't know why or if the problem has been fixed and whether it's safe now.

Teacher's Note

There is a process to follow for refusing unsafe work. See page 8 in the Workplace Law chapter in *Live Safe! Work Smart!* Grade 11.

Workers also have rights in Ontario under the *Employment Standards Act*. Check out the Ministry of Labour's young worker website at www.WorkSmartOntario.gov.on.ca to find facts about minimum wage, hours of work, etc.

Suggested Activity

Read the narratives for the two scenarios to the class and discuss the questions that follow. Below each question are suggested answers for you to draw out of the students.

Scenario A

Paul notices that shelves at the store are too high, and stacked with heavy items that could fall on him or on the customers. When Julie, his supervisor, asks him to stack more items on top of the other items already on the shelf, Paul is concerned. Everything looks wobbly, and someone could just push it the wrong way and everything would come crashing down. He decides that he has to say something because he does not want to get hurt himself or have anyone else get hurt.

Paul lets Julie know that he is concerned about the materials on the shelves being a hazard because items could tip and fall off the shelf. Julie agrees with him and then together they safely remove the items and store them back in the stockroom. She thanks Paul for pointing out the hazard.

Class discussion question: *What did Paul do right in this situation?*

a) reported the hazard to his supervisor
b) explained politely what the problem was
c) helped his supervisor fix the problem

Class discussion question: *Was the workplace made safer?*

a) Yes, the items aren't in danger of falling on Paul or someone else.

Class discussion question: *Did Julie, Paul's supervisor, get angry at Paul for telling her that there was a problem?*

a) No. He wasn't disciplined or yelled at because he told her politely and explained why he was concerned.

Suggested Activity cont'd.

Scenario B

Paul *tells* Julie that there is a hazard because items could tip and fall off the shelf. Julie says, "don't worry about it, just jump out of the way if they fall." Paul then says, "but I'm still worried about getting hurt from these things falling. I'm not going to do this job until *you* solve the problem."

Class discussion question: *What went wrong in this discussion between Paul and Julie?*

a) Paul wasn't as polite as he could have been in bringing this to Julie's attention and then telling, not asking, her to solve the problem.

b) Julie was not a good supervisor because she didn't recognize Paul's concern or realize that there was a hazard and make things right.

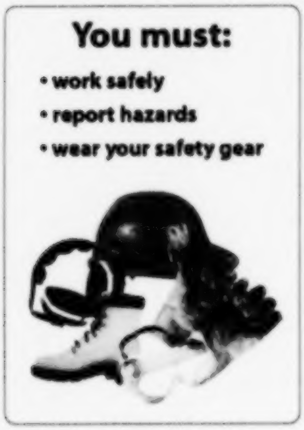
Class discussion question: *What should happen next?*

a) Paul should explain that he doesn't feel safe because he may not be able to jump out of the way in time and customers and other people won't know about the problem and might get hit by the materials and be seriously injured.

b) Julie needs to take a closer look at the situation and Paul's important concern. She needs to realize that this is something that can be fixed quite easily and perhaps she can get Paul's advice and help in making it safer.

c) If Julie insists that there is nothing wrong with the way the materials are stacked, Paul should tell her that he is refusing to work around this shelf because of the danger. He may want to let her know that he knows it's his right to refuse unsafe work under the Ontario law.

Overhead	Lesson Notes



You must:

- **work safely**
- **report hazards**
- **wear your safety gear**

Responsibilities – things you are expected to do

There are things you are expected to do every day – these are things you are responsible for. You are expected to go to school, do the best you can and treat your teachers and fellow students with respect. If you have a pet you have a responsibility to feed and care for it. You are expected to follow the rules at school and at home.

When you go to work, there are things you are expected to do to help keep your workplace safe. In this case, ***the law makes you responsible*** for protecting your own safety and the safety of those working around you.

Work safely: You have to follow the safety rules. This means that you have to use equipment like ladders and tools safely. You cannot take parts off of the equipment. You must always follow the safety rules that your boss has told you.

You must not play rough or loud games in the workplace, such as purposely sliding on slippery floors, racing with carts or playing "I can lift more than you can." You must not play tricks on your fellow workers either.

Report hazards: If you see something that you think is dangerous, you **must** tell your supervisor about it. He or she then has the responsibility to do something about it. Your eyes, ears and nose, and those of your co-workers will help to identify things that are dangerous so they can be removed. You can either see, hear or smell most dangerous things. Don't keep this kind of information to yourself. You'd feel really bad if someone got hurt because of a hazard that you knew about and didn't report to your supervisor. It is best to fix the problem before it causes harm.

Wear your safety gear: If your supervisor says you must wear safety gear such as eye protection, hearing protection or shoes with steel toes, then you *must* follow the rules and wear them.

Suggested Activity

Options:

a) Have class members read a statement out loud and ask the class if the statement they read is true or false.

b) Read the statements to the class and ask if they are true or false.

c) Use the handout on page 34 with these questions on it and have the class write T or F next to each statement.

Answers:

It's my responsibility to tell my supervisor if I see something that I think is dangerous.

Answer: *True*

It's my responsibility to fill the water cooler in the office, even though it isn't part of my regular job.

Answer: *False*

It's my responsibility to fix hazards myself.

Answer: *False – the supervisor or employer is responsible for fixing the hazards.*

It's my responsibility to look at the label on a container before I use a liquid.

Answer: *True – Lesson 4, Working with Chemicals (WHMIS) in this resource reinforces this responsibility*

It's my responsibility to wear safety glasses whenever my supervisor tells me I must.

Answer: *True*

It's my responsibility to follow the safety rules.

Answer: *True*

It's my responsibility to make sure that everyone else follows the rules.

Answer: *False – you are responsible for your safety and for not doing things that would hurt other people. Your boss is the one who has to make sure everyone follows the rules.*

It's my responsibility to make sure everyone leaves on time for lunch.

Answer: *False*

It's my responsibility to make sure everyone has fun at work.

Answer: *False*

What are my responsibilities at work?

It's my responsibility to tell my supervisor if I see something that I think is dangerous. **True or False**

It's my responsibility to fill the water cooler in the office, even though it isn't part of my regular job. **True or False**

It's my responsibility to fix hazards myself. **True or False**

It's my responsibility to look at the label on a container before I use a liquid. **True or False**

It's my responsibility to wear safety glasses whenever my supervisor tells me I must. **True or False**

It's my responsibility to follow the safety rules. **True or False**

It's my responsibility to make sure that everyone else follows the rules. **True or False**

It's my responsibility to make sure everyone leaves on time for lunch. **True or False**

It's my responsibility to make sure everyone has fun at work. **True or False**

Overhead	Lesson Notes

What to do in an emergency

Everyone knows someone who has been injured at some time. People get hurt falling down stairs, in car crashes or cutting themselves with knives in the kitchen.

Similar situations can happen at work. Common work injuries include:

- cuts
- bruises
- burns
- sore wrists, shoulders or back.

All of these injuries are preventable if everyone does everything they are supposed to do. However, if something does happen you need to know what to do:

1. Tell your supervisor right away.

2. Get first aid.

3. Go to the doctor or hospital if you need to and tell them you were hurt at work.

4. Tell your teacher and your parents.

Take the time you need to get better and then come back to work when you are well and can work safely.

If you are in a job where you are being paid, you should expect that your supervisor will tell the Workplace Safety and Insurance Board if you had to see a doctor or if you could not come to work the next day. You have a right to be paid if you can't come to work because you were hurt at work. Some forms will have to be filled out. This will protect you in the future if you are seriously hurt.

If you are hurt at a job where you're working as part of your school program (such as co-op), your teacher will take care of making sure the right people know about your injury.

In case of emergency

Every year when you attend school you probably have to practice fire drills. The alarm bell goes off and everyone leaves the school building and gathers in the yard to wait to be told what to do next. This is so that if an actual fire happened you would know what to do and where to go.

Overhead | **Lesson Notes**

Before there's an emergency...

know where the emergency exits and the fire alarms are.

In the workplace the same thing should happen. As soon as you get to the workplace you should look for the exit signs. Your supervisor needs to tell you what to do in case there's an emergency. If they don't tell you, ask:

- What does the emergency exit sign look like? If I can't see an exit, how can I know where they are and how to find them?
- What does the fire alarm sound like? If I can't hear the alarm, how will I be notified of an alarm?
- If I have to leave the building, where will I meet my supervisor or someone who will tell me what to do next?

Suggested Activity

1. Role play: what to do if someone is injured at work

Have one student play an injured worker and another the supervisor. Pretend the worker has cut their finger. Act out telling the supervisor, going to the first aid station and putting a bandage on the cut.

2. Know what to do in case of emergency

Review emergency procedures in the school e.g., where are the exits, what do exit signs look like, what does the alarm sound like, where do you go and who do you tell? When the student goes to work, they should be given a similar lesson in the emergency procedures of the workplace. It is critical that they know what to do if the alarm sounds.

Overhead	Lesson Notes

How to ask questions at work

Young workers are often shy and afraid to ask questions. It's important to know what to ask but you also need to know how to ask questions to make sure that you get what you need. Even if you've asked the question before, if you are not sure, ask it again. Maybe it can be explained in a different way so the answer is clear to you.

Here are some hints:

Get ready

- Have your facts straight.
- Plan what you will say – you can even practice at home.
- Stick to your safety questions – don't bring other issues like pay or time off into the safety issue.

Be positive

- Try to propose a solution if you can.
- Let the supervisor know that you want to do the best job that you can but that this task is new to you and you want to do it safely – for everyone's sake.

Pay attention to how you are asking

- Be polite and respectful.
- Stay calm.
- Try not to put your supervisor on the spot.
- Do not blame people.
- Try saying "I" instead of "you."
- Watch your body language – don't cross your arms or point you finger; this makes you look angry.

Get Support

- From co-workers.
- From teachers and family.

Suggested Activity

Begin the class by asking students to recall situations in which they had to interact with an adult – a teacher, a parent, a coach, an administrator, or a supervisor – to resolve a problem. What happened when they approached the adult calmly and politely? What happened when they yelled or were rude?

Set up a few role play situations. Assign one student to be the supervisor and one to be the worker. Alternatively, the teacher could play the supervisor. Have the workers ask the following questions and the supervisors respond. The rest of the class can observe.

a) I need to go to the doctor tomorrow. May I have the day off?

b) I see we're going to be working with chemicals. Will you teach me what they are and what I am supposed to do to stay safe?

c) My hands are getting blisters. Do you have any gloves that I can wear?

Ask students what they think they should pay attention to when approaching a supervisor (e.g. tone of voice, body language, positive attitude).

Discuss their ideas and the advantages and disadvantages of each one.

Summarize by reviewing the handout on page 39 called "Hints for speaking with your supervisor."

Hints for speaking with your supervisor

1. Get ready

- Have your facts straight.
- Plan what you will say – you can even practice at home.
- Stick to your safety questions – don't bring other issues like pay or time into the issue.

2. Be positive

- Try to propose a solution if you can.
- Let your supervisor know that you want to do the best job that you can but that this task is new to you and you want to do it safely – for everyone's sake.

3. Pay attention to how you are asking

- Be polite and respectful.
- Stay calm.
- Try not to put your supervisor on the spot.
- Do not blame people.
- Try saying "I" instead of "you."
- Watch your body language – don't cross your arms or point your finger; this makes you look angry.

4. Get support

- From co-workers.
- From teachers and family.

Suggested Activity

The following is a word search for students to complete. As an option you could discuss in class what each word means and how it relates to keeping you safe at work. The handout for this activity is on page 41.

P	O	L	I	T	E	G	K	F	D	S
S	Q	X	P	N	M	I	N	R	F	A
R	W	D	V	P	K	P	O	U	K	F
Y	T	A	U	A	Y	H	W	J	M	E
G	D	N	S	R	X	C	V	B	N	T
H	B	G	V	T	Q	Z	W	P	L	Y
F	A	E	D	I	S	C	V	A	R	G
P	X	R	C	C	W	A	S	K	I	E
K	D	F	H	I	T	R	X	C	V	A
F	G	G	D	P	S	E	R	S	I	R
H	U	R	T	A	U	R	H	D	J	K
N	M	G	T	T	E	U	F	K	W	R
Z	X	C	F	E	H	L	N	K	I	P
V	C	X	Z	Q	R	E	T	Y	U	J
R	I	G	H	T	G	S	A	Y	N	O

Word search

Find and circle the following words:

POLITE
SAY NO
RULES

KNOW
ASK
SAFETY GEAR

PARTICIPATE
DANGER

RIGHT
HURT

P	0	L	I	T	E	G	K	F	D	S
S	Q	X	P	N	M	I	N	R	F	A
R	W	D	V	P	K	P	O	U	K	F
Y	T	A	U	A	Y	H	W	J	M	E
G	D	N	S	R	X	C	V	B	N	T
H	B	G	V	T	Q	Z	W	P	L	Y
F	A	E	D	I	S	C	V	A	R	G
P	X	R	C	C	W	A	S	K	I	E
K	D	F	H	I	T	R	X	C	V	A
F	G	G	D	P	S	E	R	S	I	R
H	U	R	T	A	U	R	H	D	J	K
N	M	G	T	T	E	U	F	K	W	R
Z	X	C	F	E	H	L	N	K	I	P
V	C	X	Z	Q	R	E	T	Y	U	J
R	I	G	H	T	G	S	A	Y	N	O

Bright Idea!

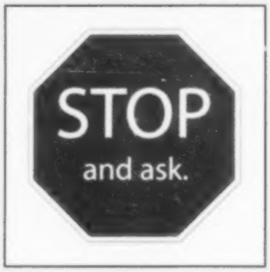
My job notebook

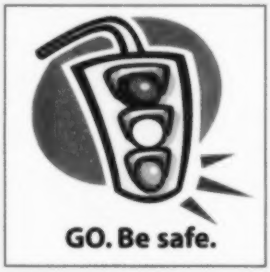
It is important for students to have certain information about their new workplace. For example, they should have contact information, know what the hazards are that they might face, how to work safely and what to do in case of an emergency.

On the next two pages you will find a template for an activity called "My job notebook." This is a place where students can record important health and safety information about their workplace and what they need to remember to work safely. The students can use this to remind themselves if they forget. Teachers can look at it to see what the student has recorded. Parents can use it to help stay informed about their son or daughter's new workplace.

Copy the two pages and trim along the dotted lines. Fold each page in half from the top to the bottom and then from left to right. This will give you two sections of a booklet. Place the section beginning with page 3 inside the section beginning with the title page and put two staples along the left edge to make a little booklet.

Have students complete the booklet during their first few days of work.





Lesson summary: "STOP and ask." or "GO. Be safe."

Use the "STOP and ask. / GO. Be safe." master provided on pages 17 and 18 to make handouts for your students. Ask students to hold up either their "STOP and ask." or "GO. Be safe." signs when you describe the scenarios below. Alternatively, you could have students call out "STOP and ask." or "GO. Be safe." when you describe the scenarios.

If your supervisor asks you to do something that you think is not safe. (*STOP and ask.*)

If you cut your arm at work and it's bleeding. (*STOP and ask.*)

You have been given the training and information you need to do the job safely. (*GO. Be safe.*)

You know that if you have a question about safety on the job or if you see a hazard that you have to talk to your supervisor. (*GO. Be safe.*)

You don't know what to do if there is an emergency at work. (*STOP and ask.*)

Job information

The name of my workplace is:

___

The address of my workplace is:

___

My phone number at work is: ___

My supervisor's name is:

___

My supervisor's phone number is:

___

My teacher's name is:

___

My teacher's phone number is:

___

If an alarm goes off I must:

1. Go to this place:

   ___

2. Co-operate and follow instructions from the people who will help me, who are:

   ___

3. Remember where the emergency exits are. The emergency exit sign looks like ___ and the exits are located: ___

4. Remember what the emergency alarm sounds like. It sounds like:

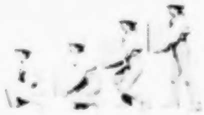
   ___

5. Remember what the visual alarm looks like if there is one. It looks like:

   ___

Work Safely!

Lift properly



- Bend down to the object, bending your knees.
- To raise the object to be lifted, put one knee against the object and pull the object up. Stand up using your legs to lift, keeping your back straight.
- Stand upright and carry the object with your back in an upright position.
- Always carry the object as close to your body as possible.

Use machines safely

- Never touch moving parts or remove parts.
- Tie your hair back and do not wear loose clothing.
- Do not use broken machines. Tell your supervisor.

Work safely with chemicals

- Look for danger signs on containers.
- Wear your safety gear.

STOP **If you are not sure, STOP and ask.**

My Job Notebook

My name ___

My school ___

What's dangerous on my job?

Tools I work with are:

____

Safety steps I must follow are:

____

Chemicals I work with are:

____

Safety steps I must follow are:

____

Other things I need to watch out for that could hurt me are:

____

Learning how to work safely

I have been shown:

- ☐ how to work safely with tools
- ☐ how to work safely with chemicals
- ☐ what to do if an emergency happens
- ☐ other:

____

____

____

Safety Gear

I must wear this safety gear:

(circle the ones you wear)

If I get hurt I must:

1. Tell my supervisor.
2. Get first aid.

The first aider's name is:

____

The first aid station is located:

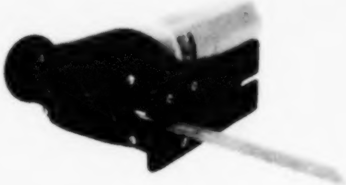
____

3. Co-operate and go to the hospital if the first aider tells me to.
4. Tell my teacher.
5. Tell my parents.

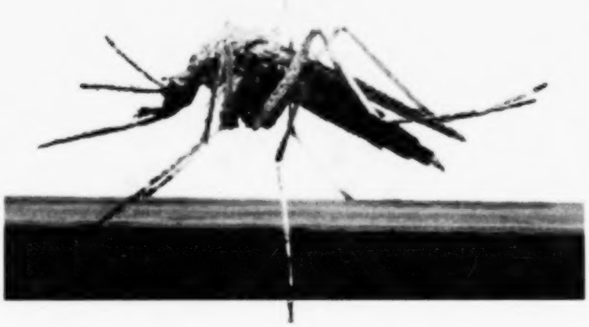
Overhead Masters

Lesson 1: Safety Rules!

Things that can hurt me:



Safety hazards



Biological hazards

Chemical hazards

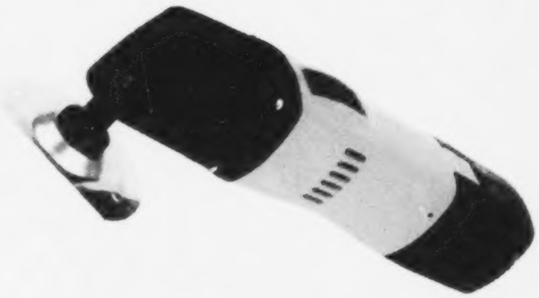
Lifting and carrying

Worker rights in the law

- to know
- to participate
- to refuse to do unsafe work

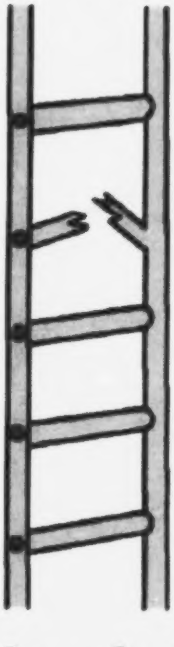
Ontario
Occupational Health and Safety Act

When to say "NO"



Broken tools

Messy work areas



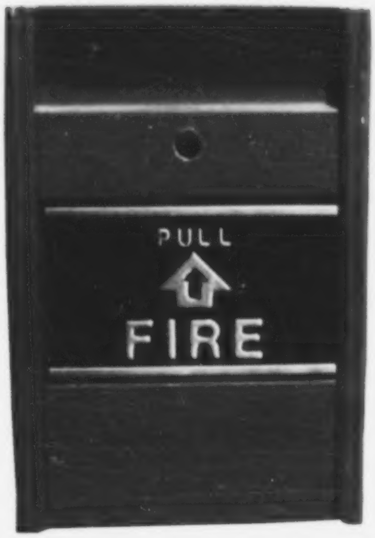
Broken ladders

Bottles that aren't labelled

You must:

- **work safely**
- **report hazards**
- **wear your safety gear**

Before there's an emergency...



know where the emergency exits and the fire alarms are.

Lesson 2: Watch Out! – Working with machines, electricity, ladders and lift trucks

Teacher's Guide

Workers suffer serious injuries and some die as a result of what are known as "physical hazards." These can be present if students are working with machinery, electricity, at heights or in a workplace where mobile equipment like a lift truck is used. If your students are exposed to any of these potentially dangerous hazards at work, the employer must provide them with information and instruction specific to the particular job or machine and must also provide safety devices to protect workers. This lesson will describe several common physical hazards and provide basic steps to prevent injuries. Knowing the basics before going to work helps students to spot dangers and STOP and ask if something doesn't seem safe.

Working safely with machinery

Every year in Ontario workers lose fingers, arms, legs – or their lives – from injuries caused by working with powered machinery or equipment. Injuries most often occur when equipment is not guarded or locked out (with a lock-out procedure a lock is placed on a machine during maintainace so no one can turn the power on) or when the operator has not been properly trained or supervised.

Machines don't think – they only do what we tell them to do or what they're programmed to do. Young workers must learn to always respect machines and never assume that they know a machine well enough that it can't hurt them. They must not operate equipment without a machine guard in place. If hands, clothes or tools can access any of the moving parts, hot spots or high voltage conductors, the guard is missing. Missing or improperly used guards can result in severe cuts, amputation or even death. Employers are required by law to provide training on how to use machines safely.

Working safely with electricity

We live with electricity. The hazards face us every day. In most cases, there are safeguards built in to protect us, such as ground fault interrupter outlets in our bathrooms and three-pronged plugs on electrical cords. Despite this, every year in Ontario serious injuries and deaths occur in the workplace as a result of contact with electricity. Workers need to be able to recognize hazards when working with electrical equipment. If certain rules are followed electricity can be used safely:

- *Never* break off the ground pin on a three-pronged plug to fit it into a two-pronged wall outlet or use a plug that is broken.

- *Never* touch or go near downed power lines. They can be live and carrying a strong current. In wet weather, you can get a shock just from going close to these wires.
- *Never* touch or work with equipment if cords are frayed or there are exposed wires.
- *Never* do electrical work while using an aluminum ladder.
- *Never* do electrical work while standing in water.
- *Only* qualified persons should do electrical repairs.
- If you think there is any type of electrical hazard seek assistance and *don't touch it!*

If something does go wrong and there's an electrical emergency workers need to know what to do:

- Notify the person in charge
- Call 911 – follow their instructions.
- Do not touch anyone who has had a major shock unless you are sure that the power is off. That person may be in contact with energized wires and you may be electrocuted if you touch him or her.

Preventing slips, trips and falls

Falls are one of the most common ways that people get hurt – both at home and at work. Often people trip over things that have been left on the floor, drawers that were left open, boxes that have been left in walkways – anything that is left where people do not expect it to be. Other falls are caused by slipping on water left on the floor, or snow and ice on sidewalks or in parking lots – anything that is slippery. The most dangerous situation is falling from a height – like standing on a chair, a ladder, a roof or any high place, and falling off. Remember, you don't have to fall far to be seriously hurt.

Falls from heights can be prevented in the workplace if workers take precautions:

- Assess the situation to determine ways to do the work so that there is no need to work from heights. If the hazard can be avoided, the job will be safer.
- Don't climb on boxes, shelves, chairs or tables – use the proper equipment.
- Hold on to a support, such as a guardrail on a staircase, to ensure your body maintains three-point contact with the ladder when climbing up or down.
- Don't try to reach too far from a ladder or an elevated platform.
- Use appropriate footwear for the work being performed. For example, do not wear high heels or sandals when climbing a ladder.

- Use a ladder as a means to get to an area, and to exit from that area, not as a working platform.
- Never stand on the top rung of an extension or step ladder.
- Extension ladders should extend out from a vertical surface one-foot for every three feet the ladder goes up the wall.
- Never work at the open edge of a work area unless there are guardrails or a system in place to prevent you from falling to a lower level.
- Don't work on scaffolds or elevated work platforms without guardrails or fall arrest systems and be sure to lock the wheels on rolling scaffolds.
- Openings in floors (such as manholes) must be covered and be strong enough to bear the weight of people or material that will pass over them.
- You *must* use fall protection when working at heights over three meters (10 feet).

Employers and workers can do some basic things to prevent slips and trips in the workplace:

- Clean up spills, put salt or sand on ice, wear shoes with good traction and put up warning signs where floors are wet.
- Remove obstacles from walkways.
- Keep floors and walking surfaces free of clutter. Do not leave trash, clutter, obstacles, or torn rugs in walkways or on the floor.
- Use non-slip mats under loose area rugs.

Working safely with mobile equipment

Operating mobile equipment unsafely can lead to serious injury or death for operators and poses a serious risk to all other people in a workplace. About half of deaths involving mobile equipment involve the operator and the rest occur when people are struck and killed by mobile equipment in the workplace.

One of the most common pieces of equipment in the workplace is a lift truck, or forklift. Today forklifts are not only in manufacturing plants, but can also be found where we shop for groceries and hardware.

Operating a lift truck is not like operating other vehicles. Workers must be adequately trained before operating them, and must understand the hazards associated with their operation. This includes understanding protective devices as well as Ontario regulations for proper use. Even if they are not operating lift trucks, workers have responsibilities to stay in safe areas if lift trucks are being used.

There is an Ontario Ministry of Labour guideline that describes the necessary skills and knowledge for operators of powered lift trucks. It also describes the components of a good forklift management program and provides standards for maintenance of lift trucks.

The guideline is FREE and can be found on the Ontario Ministry of Labour website at www.gov.on.ca/lab/english/hs/guidelines//lifttrucksindex.htm.

Teacher's Note

The lesson that follows is a basic guide to:

- working safely with machines
- working safely around electricity
- preventing slips, trips and falls
- working safely around lift trucks.

For more advanced lessons, overheads and handouts on these topics see the Physical Hazards chapters in the Grade 9–10 and 11–12 editions of *Live Safe! Work Smart!*

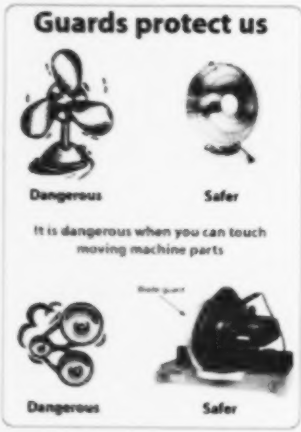
Overhead	Lesson Notes

Working safely with machines

We use machines every day both at home and at work. Dangerous machines are ones that have motors that run on electricity or use fuel, like gasoline.

At home, we have machines to wash and dry our clothes, cut our grass, chop our food and blend our drinks. At work we might use photocopiers, meat slicers, saws, or mixers.

Any of these machines can hurt you if you get your hands, hair or clothing caught in their moving parts and get pulled in. They may also be hot and can burn you if you touch hot parts.



Guards protect us

It is dangerous when you can touch moving machine parts

Guards keep us from touching the dangerous part of any machine. They are usually made of metal or strong plastic. A good example is the hard cover on a table fan that keeps our fingers from touching the fast moving fan blades. Because the fan sits on a table or on the floor, there is a good chance that someone could touch the moving fan blades. A ceiling fan, on the other hand, is out-of-reach when it is running, and usually doesn't turn as fast as a table fan. There is little chance of someone touching the moving blades – but you could still be hurt if you put your hand in the blade area when it is moving fast.

There are many different kinds of machines in the workplace that can hurt you badly in just seconds. Be very careful when working around machines.

Always STOP and ask if...

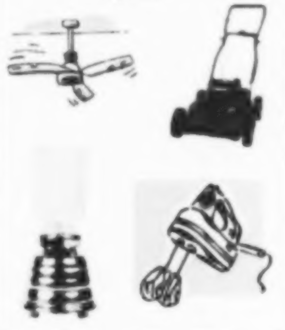
- there are parts missing from a machine that you know were there before
- you want to take a part off a machine
- you haven't been shown how to use a machine
- you can see moving or hot parts on a machine that look like you could touch them
- you have to clean a machine – there are special steps that need to be taken to protect you
- a machine is making odd noises or isn't working properly.
- you see a lock on a machine and you don't understand why it's there.

- you're wearing loose clothing, gloves, or jewelry that could get caught in a machine, and your long hair isn't tied back
- you haven't been trained to work on a machine and don't understand everything clearly.

Examples of safety features on machines at home:

- a lid on a blender
- the cover over the blades on a lawn mower
- a washing machine or dryer won't spin if the lid or door is open
- the hot motor on a blow dryer is covered by a small plastic grate at one end so you can't reach in and touch it.

Common household machines that have dangerous moving parts:



Examples of common machines at home that could injure you:

- a hand-held mixer with beaters that turn very fast
- a snow blower with blades that aren't covered by a guard
- a hot iron.

Examples of machines at work that could hurt you:

- a meat slicer in a grocery store
- a table saw in a woodshop
- a deep fryer in a restaurant
- a dough mixer in a bakery.

Suggested Activity

After explaining safe machines to the class, brainstorm with the students to come up with things at work, around the home or in the school that have guards on them. Students could be asked to give reasons why a particular guard or built-in protective device is necessary. A tour of a wood shop or a kitchen area may be appropriate, so that the students get an idea of what a guard looks like and how it can make a machine safer.

Overhead	Lesson Notes

The "buzz" on electricity

Everyone uses electricity every single day. When it flows through a light bulb it makes light; when it flows through an electric lawn mower it turns the blade to cut grass; when it flows through a microwave oven, it cooks our food. But, if by chance, electricity flows though your body, it can seriously hurt you.

You can't see or smell electricity – you need to know about it so it won't hurt you.

You can be hurt by electricity in a number of different ways: you can get a shock that can cause burns, damage your heart or even startle you and cause you to fall.

You can get a shock by:

- touching a broken wire when it's plugged in
- putting a screwdriver or anything that's metal into an electrical outlet
- putting a knife in a toaster while it is still plugged in to get the bread out .

What does a "shock" feel like?

A shock gives you a strange tingling feeling. Static electricity – when you get a little zap from touching someone – gives you a small shock.

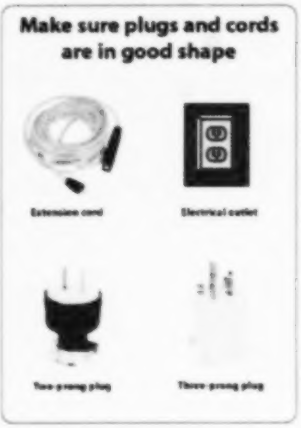
It is important to find the cause of any shock. Small shocks mean that there may be a serious problem. Fixing the small ones might prevent a serious injury later on. If you get even a small shock – **STOP and ask**.

If someone is getting a shock:

- Don't touch them because you could be hurt too.
- Call for help right away.

Overhead | **Lesson Notes**

Three things to remember about working around electricity:



Make sure plugs and cords are in good shape

1. Make sure plugs and cords are in good shape

- Don't use machines or extension cords if the plastic covering on the wire is broken and you can see the metal wire inside.
- Don't use three-pronged plugs if one of the prongs is broken off.
- Don't use cords if they are frayed, split, tangled or tied in knots.

Water and electricity DO NOT MIX!

+
= Danger!
+
= Danger!
+
= Danger!

2. Electricity and water DO NOT MIX

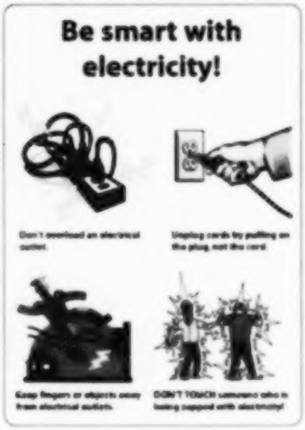
- Keep things that use electricity and their cords away from water.
- If you're outside, don't hide under a tree during a thunderstorm!

Watch out for power lines

3. Look up – watch out for power lines

- Never climb trees near power lines.
- Be careful with things like ladders or long poles that could hit a power line.
- Never try to remove anything from a power line.
  STOP and ask.

Overhead **Lesson Notes**



Be smart with electricity!

Be smart with electricity

- Don't put your fingers or any objects into electrical outlets. (There are plastic plugs you can put into outlets to keep children from touching them.)
- Turn the switch off when changing a light bulb and keep your fingers away from the socket.
- Don't overload an electrical outlet by putting too many plugs in it. Most wall outlets are meant to hold two plugs. If there are more than two things plugged into a two-plug outlet, it might not be safe. **STOP and ask!**
- Unplug power cords by pulling on the plug, *not the cord*. Pulling the cord may damage the wire and cause a shock.

Suggested Activity

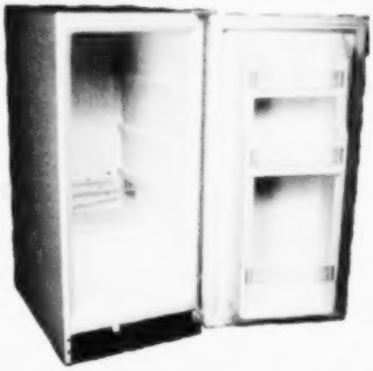
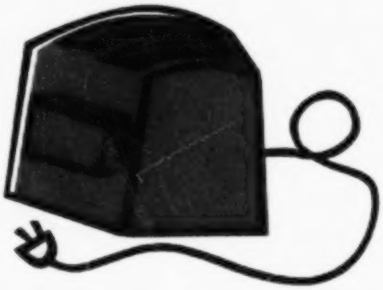
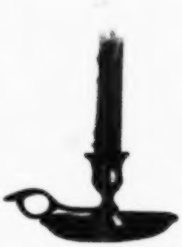
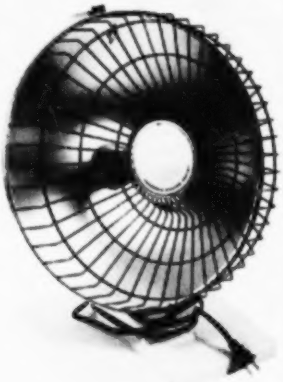
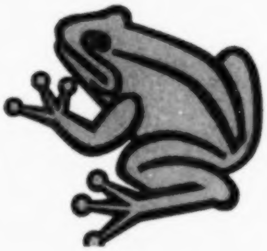
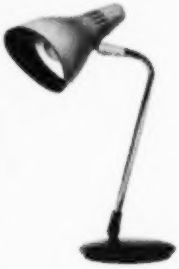
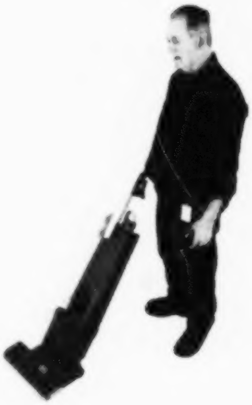
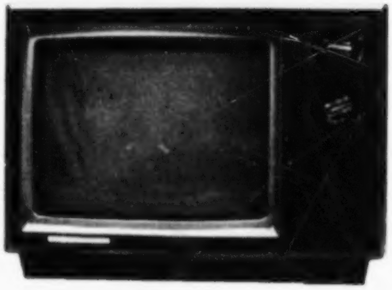
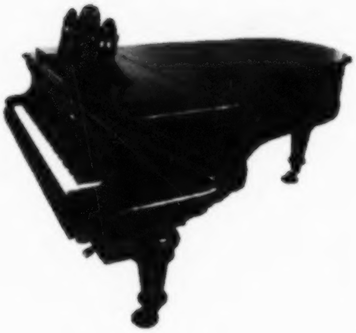
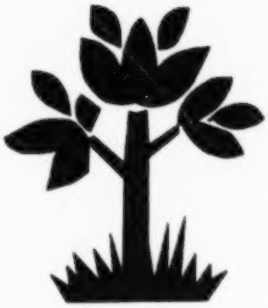
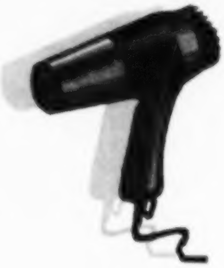
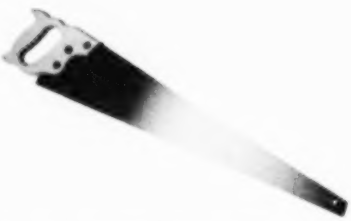
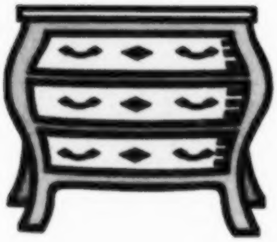
Using Electricity

Circle the items that need to be plugged into an electrical outlet to work.

Using the following page as a handout, ask students to circle the items that must be plugged into an electrical outlet to operate. Alternatively, you can use this as an overhead for a class discussion.

Using Electricity

Circle the items that need to be plugged into an electrical outlet to work.

Suggested Activities

The following activities will help students realize how much electricity they use in their day-to-day lives.

1. "Dangerous things to look for" checklist

Using the handout on page 63, have students look for things they find that may be dangerous about electrical appliances. Discuss what they find that is dangerous and how the danger can be avoided.

2. Electrical safety diary

How many times a day do we use electricity? Tell students that each time they do, there could be a hazard. Using the handouts on the following two pages, have students fill out the electrical safety diary to keep track of how many times a day they use electrical appliances. The "Dangerous things to look for" checklist will help them spot hazards.

Sample diary – Note: You might need to make several photocopies of page 62 for each student so they have enough space to record all their electrical consumption for the day.

Time	What electrical thing did you use?	Did you see anything dangerous? If yes, what?	GO. Be safe.	STOP and ask.	Who should you tell about the dangerous situation?
7 a.m.	*Alarm clock*	*Too many cords plugged in the outlet*	*No*	*Yes*	*Parents*
7:15 a.m.	*Toaster*	*No*	*Yes*	*No*	
10 a.m.	*Computer*	*Cords in a tangle*	*No*	*Yes*	*Teacher*

Electrical safety diary

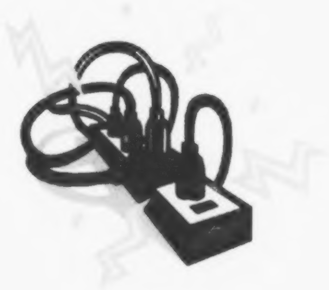
How many times a day do you use electricity? There could be a hazard each time you do. Keep a diary for one day right from when you wake up until you go to bed. Use the "Dangerous things to look for" checklist to remind you of hazards to look for and make a list of any you find.

Time	What electrical thing did you use?	Did you see anything dangerous? If yes, what?	GO. Be safe.	STOP and ask.	Who should you tell about the dangerous situation?
(example) *7 a.m.*	*Alarm clock*	*Too many cords plugged in the outlet*	*No*	*Yes*	*Parents*

Dangerous things to look for

If you find any of these – STOP and ask.

- **Broken or damaged cord** ☐
- **Knots or tangles in power cords** ☐
- **Prongs missing from a plug** ☐
- **More things plugged in than a socket was made for** ☐
- **Water is close to a place where electricity is used** ☐



Overhead **Lesson Notes**

Slips and trips
Tape down cords so you don't trip over them.
Don't walk on wet floors.
Close drawers when you're finished using them.
Clean up spills right away.
Don't rush on stairs.
Never leave things on the floor that someone can slip on.

Slips, trips and falls

People slip on wet floors and icy sidewalks, trip over items on the floor and fall from ladders, chairs and other high places.

Stopping slips and ending tripping

Using the overhead, discuss how each of these situations could be prevented.

1. *Tripping over an electrical cord*

- make sure cords aren't lying across areas where people walk
- tape down the cord so you can't trip over it

2. *Slipping while washing the floor*

- don't walk on wet floors
- wear shoes with good treads that won't slide easily
- put up warning signs so people won't walk on the wet floor

3. *Tripping over a file drawer*

- Always close drawers when you're finished using them

4. *Slipping in a puddle*

- clean up spills right away – do it yourself or tell someone about it

5. *Slipping and falling down the stairs*

- don't rush
- hold the rail
- don't read or do other things while you're going down the stairs
- don't carry so much that you can't see where you are going – make two trips

6. *Slipping on a banana peel*

- never leave things on the floor that someone can slip on

Overhead **Lesson Notes**

Types of ladders

Small household ladder

Step ladder

Extension ladder

Playground ladder

Stool

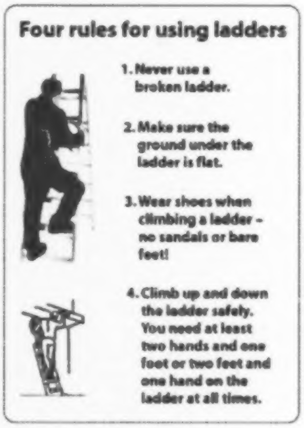
Working from heights using ladders

Any time you stand on chairs, ladders or anything that puts you higher than the ground, you can fall. Falling from a height isn't fun – you can really get hurt!

At one time or another most of us will use a ladder to reach things that are on a high shelf, to paint walls, to put up holiday lights on the house, and for many other reasons.

Suggested Activity

Ask the class to talk about when they (or people they know) have had to use a ladder. Ask them why they had to use the ladder. Perhaps they can either describe the type of ladder they used or point it out on the overhead on page 79 depicting different types of ladders.


Four rules for using ladders

1. Never use a broken ladder.
2. Make sure the ground under the ladder is flat.
3. Wear shoes when climbing a ladder – no sandals or bare feet!
4. Climb up and down the ladder safely. You need at least two hands and one foot or two feet and one hand on the ladder at all times.

Ladders come in different sizes and types for different jobs. No matter what ladder you have to use, there are a few things to check to make sure it's safe for you to use.

1. Make sure no parts of the ladder are bent or broken. If they are – STOP and ask.
2. Make sure the ground or floor under the ladder is flat so the ladder won't tip over. If it's not – STOP and ask.
3. Always wear shoes when climbing a ladder – bare feet or sandals won't do!
4. Make sure that you are always touching the ladder with either two hands and one foot or two feet and one hand. This is called "three-point contact" because you're always touching the ladder in three places.

Suggested Activities

A. Personal experience

Ask students to talk about situations where they have slipped, tripped or had a fall. Ask them if they know what caused them to fall and what could have been done to prevent them from falling.

Example:

What happened: "I was walking on the sidewalk in front of my house last winter and slipped on the ice and fell."

Cause: Icy sidewalk; I wasn't wearing boots.

Prevention: Put salt on the sidewalk to melt the ice; don't walk on the icy sidewalk; wear boots with good treads.

B. Hazard hunt

Have the students take a walk around the school and schoolyard and look for things that people could trip over or slip on. Make a list. When you return to the classroom, discuss each item on the list and discuss ways that the hazard can be removed. Ask students which situations they should fix themselves and which problems need to be fixed by someone else. To practice reporting hazards, students can report the hazards they found on their "Hazard Hunt" to the appropriate person – a caretaker, principal or teacher.

Teacher's Note

You may want to discuss specific types of ladders if you know your students will be working with them.

Step ladders (you could bring one in for a demonstration)

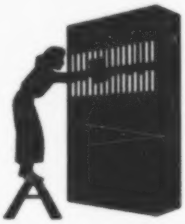
- Never stand on the top rung of a step ladder.
- Make sure the two folding support "arms" on the side are flat so you're sure the ladder is open all the way.

Extension ladders:

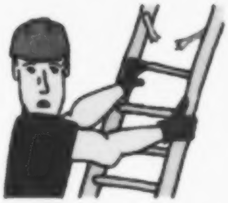
- Always ask for help when you have to use this type of ladder, as there are lots of things to check to make sure the ladder is safe to use.

Suggested Activity

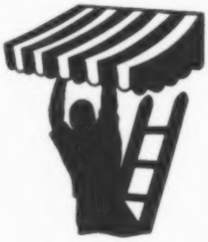
Use the following page as a handout or as an overhead for class discussion. Have students explain why the uses of ladders pictured are dangerous. The answers are provided below.



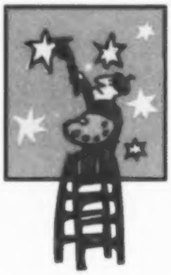
She shouldn't stand on the top of a ladder. She is leaning and may fall forward.



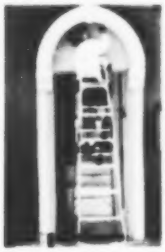
He should not be using this ladder because it is broken.



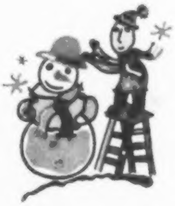
He may fall because he is leaning. He should have one hand on the ladder.



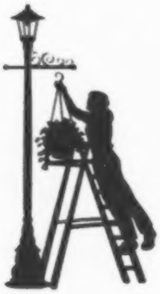
He is not standing properly. He is reaching too high and he is not holding on.



This person should not be wearing sandals while standing on a ladder.



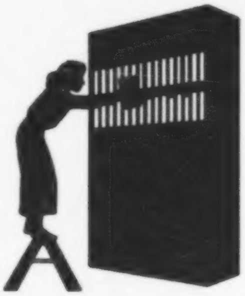
The ladder may slip because of snow and ice and because it's on a hill. He shouldn't stand on top of a ladder.

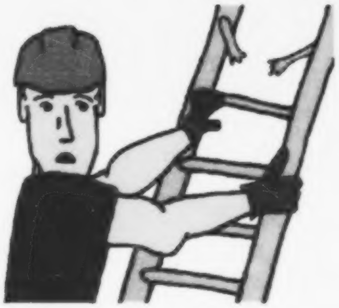


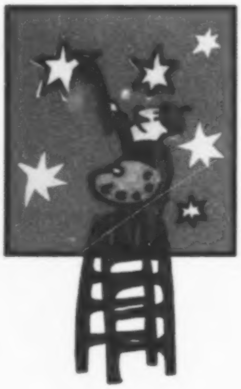
She should have both feet on the ladder. She is leaning and can fall.

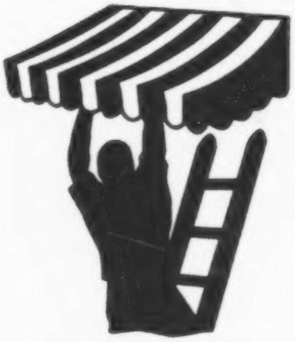
Using ladders

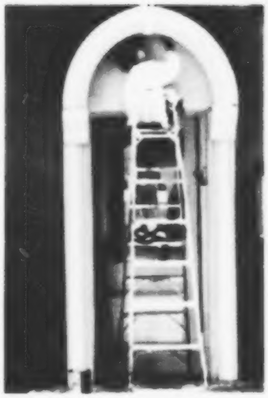
These are dangerous uses of ladders. Can you explain why?

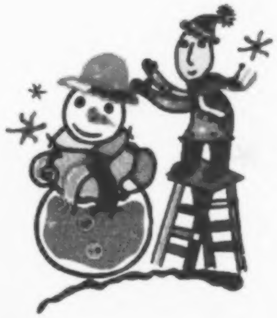


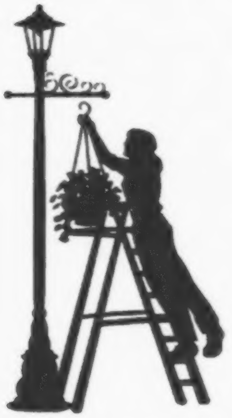






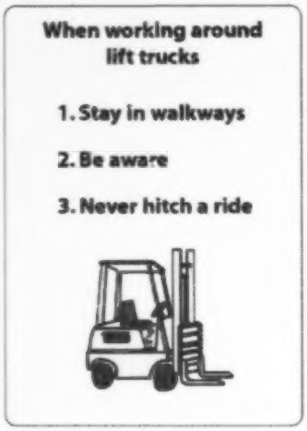






Overhead **Lesson Notes**

Working around lift trucks



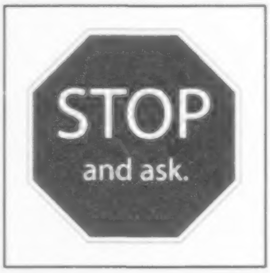
When working around lift trucks

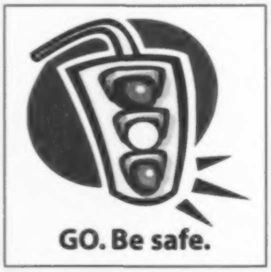
1. Stay in walkways
2. Be aware
3. Never hitch a ride

Lift trucks are used to move heavy boxes and things from one place to another. They are often used inside buildings. You may have seen lift trucks at home building stores, on construction sites or in warehouses. The operator needs special training to drive the lift truck.

Three things to remember about working around lift trucks:

1. Stay in the areas meant for people to walk in – they should be clearly marked. NEVER walk in front of a lift truck or behind one that is backing up. Listen for the beeping back-up signal.
2. Be aware of where the lift truck is working and stay out of its way. Pay attention to signs and use any mirrors that might be there to see around corners.
3. Only the person driving the lift truck is allowed to be on it. NEVER hitch a ride on a lift truck or ride up and down on the forks.





Lesson summary: "STOP and ask." or "GO. Be safe."

Use the "STOP and ask. / GO. Be safe." master provided on pages 17 and 18 to make handouts for your students. Ask students to hold up either their "STOP and ask." or " GO. Be safe." signs when you describe the scenarios below. Alternatively, you could have students call out "STOP and ask." or "GO. Be safe." when you describe the scenarios.

Parts of a machine that were there before are missing. (*STOP and ask.*)

The floor where you work is wet and slippery. (*STOP and ask.*)

You are using a ladder that is in good condition and that you have been trained to use. (*GO. Be safe.*)

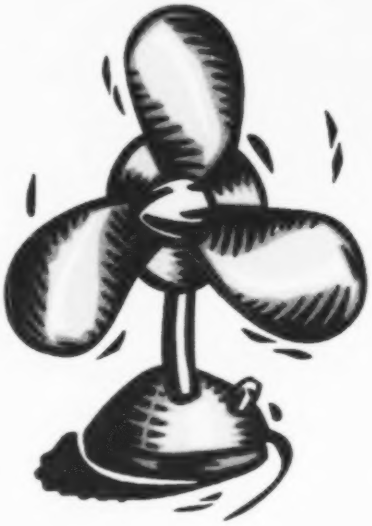
You are wearing shoes with good treads. (*GO. Be safe.*)

Your friend asks you if you want to ride on a lift truck with him. (*STOP and ask.*)

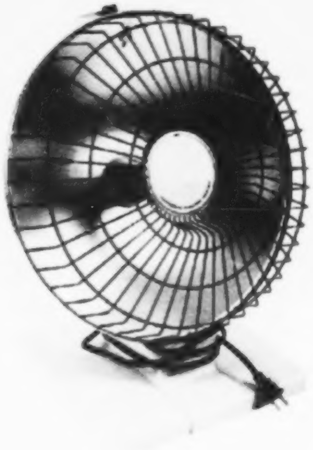
Overhead Masters

Lesson 2: Watch Out!

Guards protect us

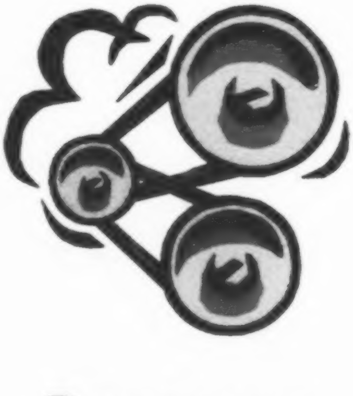


Dangerous

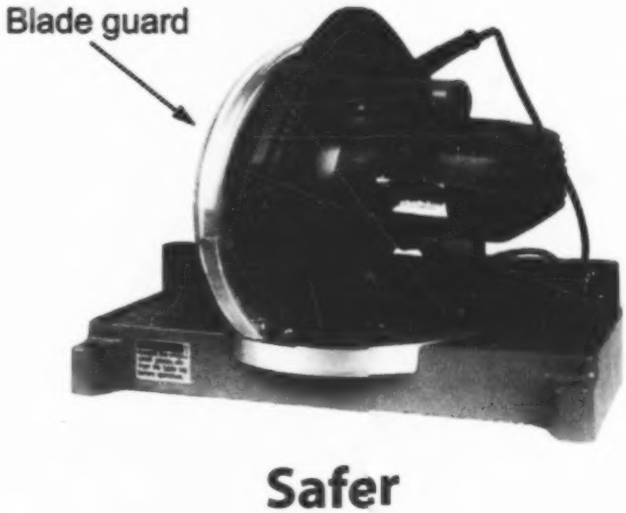


Safer

It is dangerous when you can touch moving machine parts

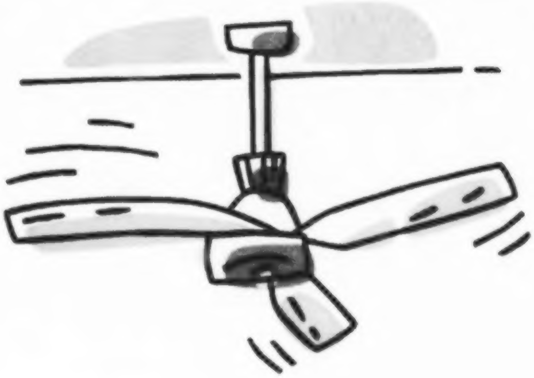


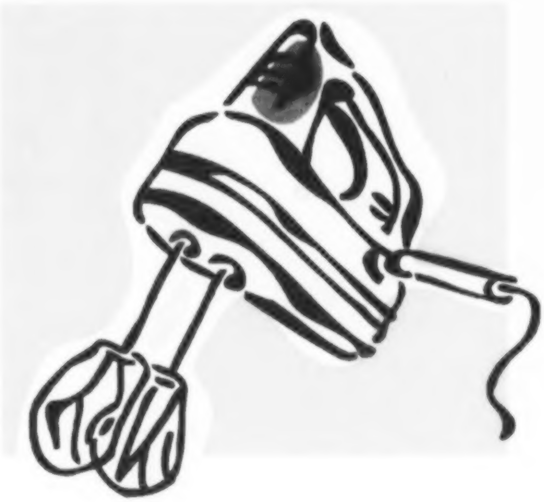
Dangerous



Safer

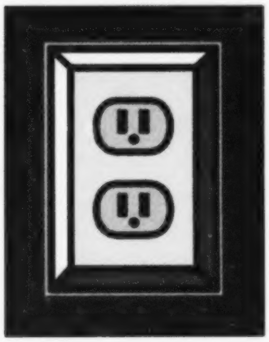
Common household machines that have dangerous moving parts





Make sure plugs and cords are in good shape

Extension cord

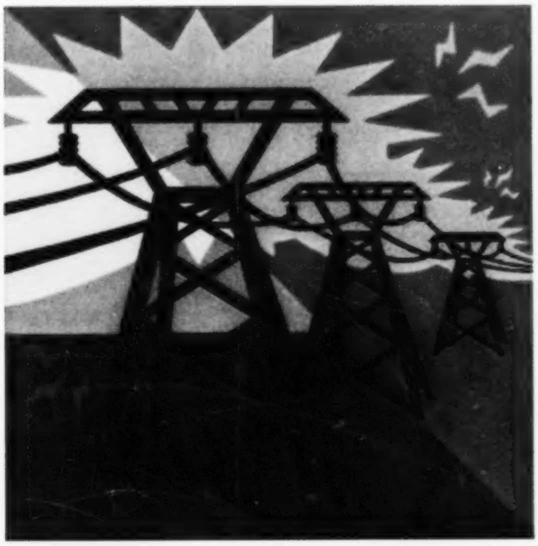


Electrical outlet

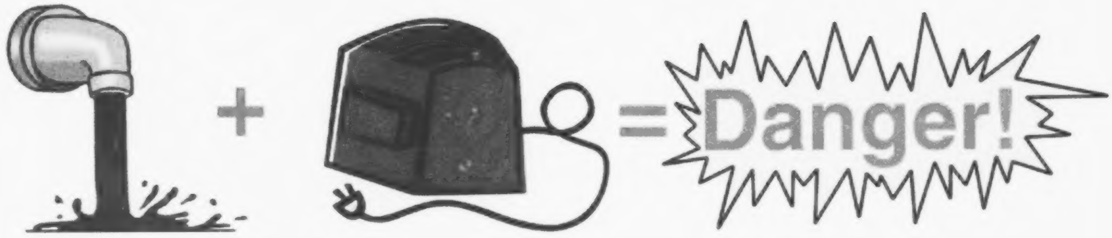
Two-prong plug

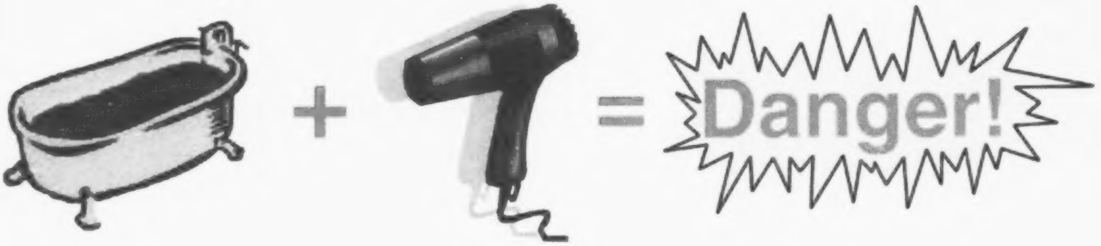
Three-prong plug

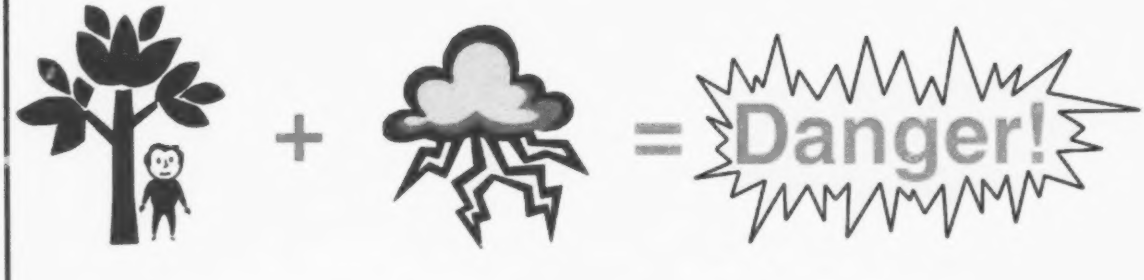
Watch out for power lines



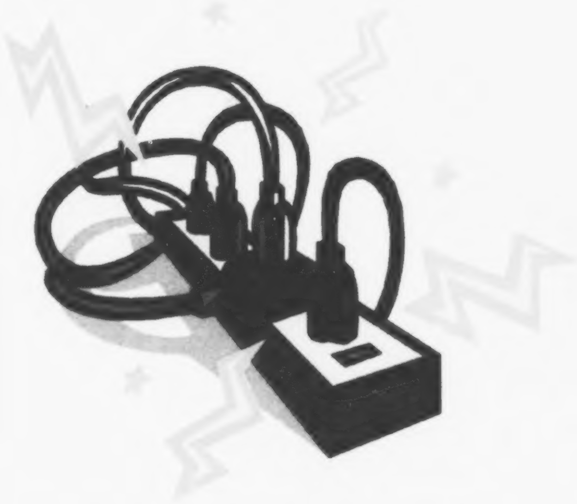
Water and electricity DO NOT MIX!



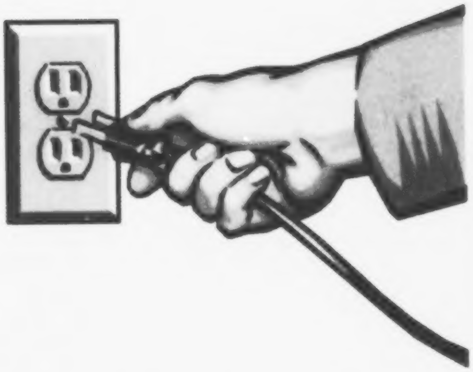




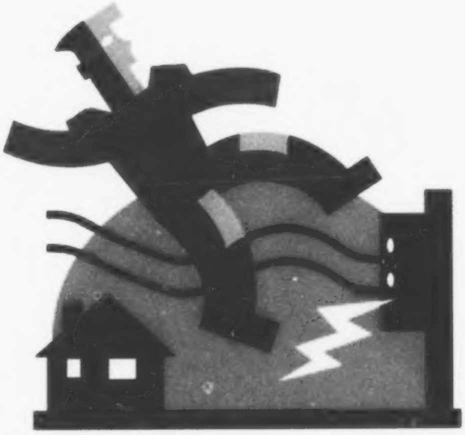
Be smart with electricity!



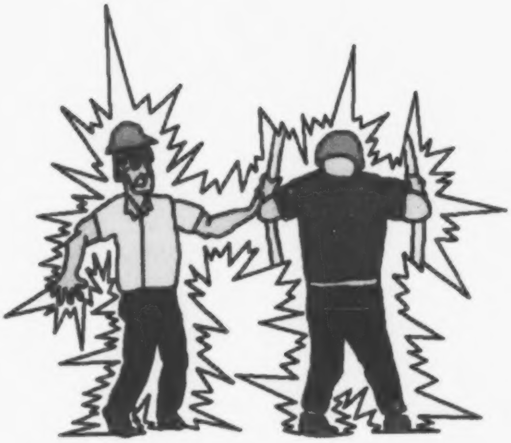
Don’t overload an electrical outlet.



Unplug cords by pulling on the plug, not the cord.

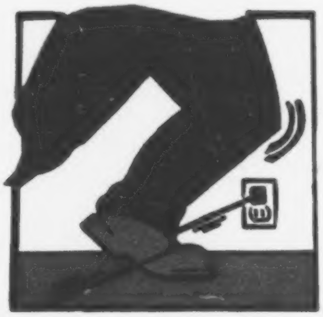


Keep fingers or objects away from electrical outlets.

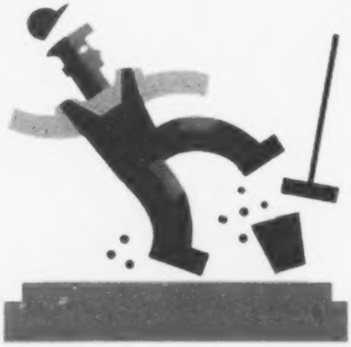


DON’T TOUCH someone who is being zapped with electricity!

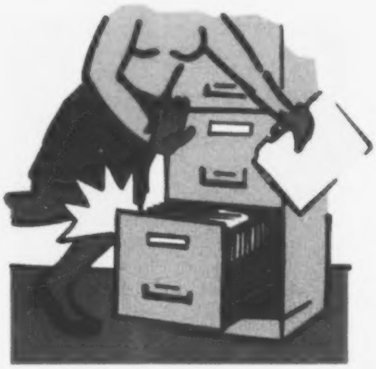
Slips and trips



Tape down cords so you don't trip over them.

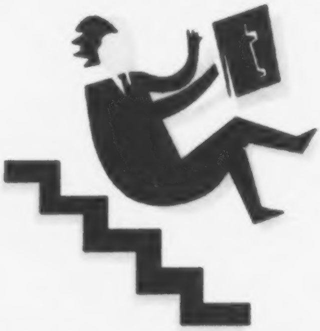


Don't walk on wet floors.

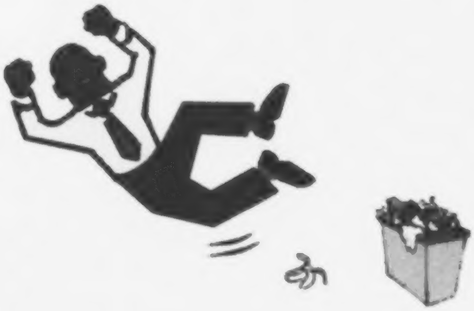


Close drawers when you're finished using them.

Clean up spills right away.

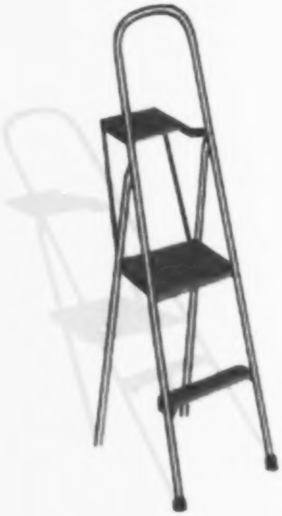


Don't rush on stairs.

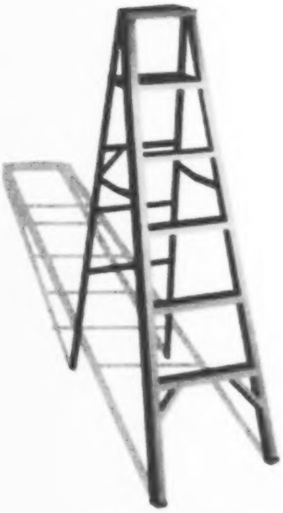


Never leave things on the floor that someone can slip on.

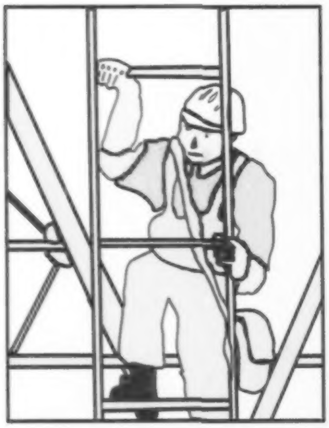
Types of ladders



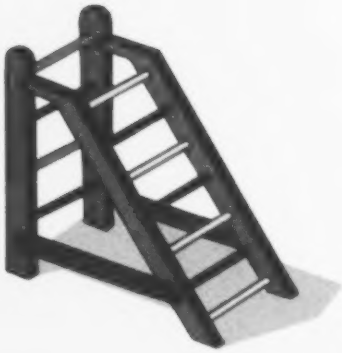
Small household ladder



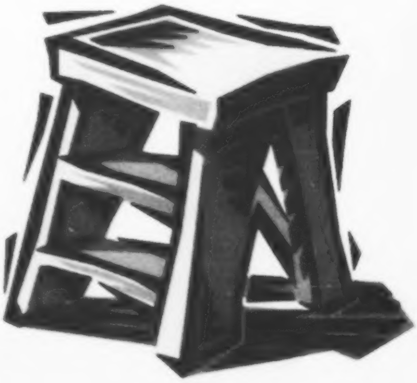
Step ladder



Extension ladder



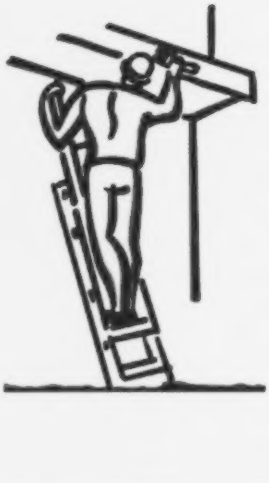
Playground ladder



Stool

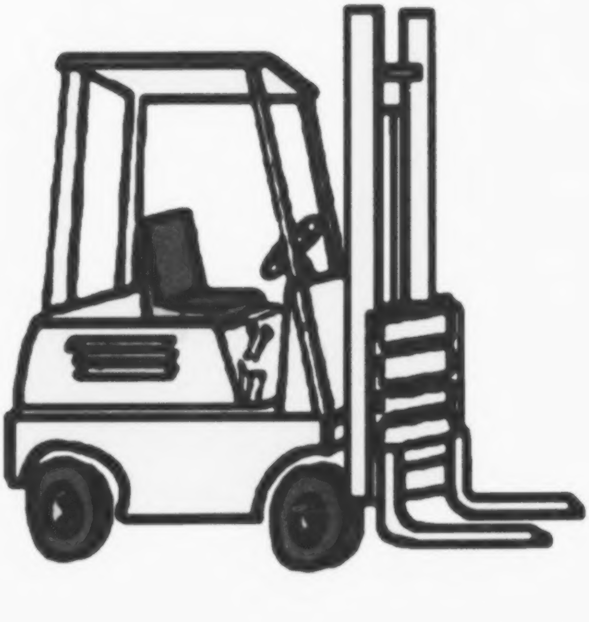
Four rules for using ladders

1. Never use a broken ladder.
2. Make sure the ground under the ladder is flat.
3. Wear shoes when climbing a ladder – no sandals or bare feet!
4. Climb up and down the ladder safely. You need at least two hands and one foot or two feet and one hand on the ladder at all times.



When working around lift trucks

1. Stay in walkways
2. Be aware
3. Never hitch a ride



Lesson 3: Germs! Handling substances that can make you sick (biological hazards)

Teacher's Guide

Biological hazards can be encountered at home, at school and outdoors. The phrase *biological hazard* isn't a phrase used frequently in homes or at school. The phrase means hazards that can be caused by animals, plants or *microbes*, like bacteria and viruses, which impact on our health. In short – they are germs!

Different biological hazards can cause a range of health effects. Some are minor and temporary in nature, but others are associated with life-threatening reactions or disease.

Ragweed pollens can cause seasonal allergies or asthma (for *sensitized* people who have developed the allergy). Viruses can cause skin, eye and ear infections, as well as colds and the flu. Peanuts or bee stings can cause serious asthmatic or anaphylactic reactions (where breathing becomes very difficult).

These biological hazards or *biohazards* can be transmitted in many ways, including:

- human to human contact – spread through contact with infected people
- pets and wildlife – spread through contact with an animal or their infected body fluids or droppings
- contaminated food or water – from eating food or drinking water
- dirty needles – spread through blood contact (AIDS, Hepatitis).

Preventing exposure

You can reduce the risk of spreading germs (or getting sick) through the simple act of washing hands frequently. This is especially true for stomach flus, colds and influenza.

Always wash your hands after using the washroom, visiting sick "infectious" people, being outdoors or handling animals. These are all places where "germs" can be picked up and spread to others.

When hands may be contaminated and have not been washed, care should be taken to avoid touching your face, particularly the eyes, nose and mouth where infection is more likely to take hold.

General safety tips

- Cover cuts with bandages.
- Wash your hands thoroughly after any potential contact occurs.

- Change gloves if they become contaminated or torn.
- Store your lunch away from biological hazards like thawing meats or their juices, biological samples, etc.
- Never eat or drink around hazardous materials (such as uncooked food, dirty cookwear or utensils, etc.).
- Don't share drinking glasses, straws, eating utensils, make-up, hairbrushes and similar personal items unless they are thoroughly cleaned first.
- Assume garbage bags may contain sharp materials that could cut (e.g. needles or glass) and use heavy leather gloves to handle these safely.
- Avoid direct contact with people who are sick.
- Keep your hands away from your eyes, nose or mouth.
- Assume that contact with any human body fluid is infectious.
- If injury (such as a getting stuck by a needle) or illness occurs contact your supervisor and get immediate medical attention.

Jobs where biological contact is likely

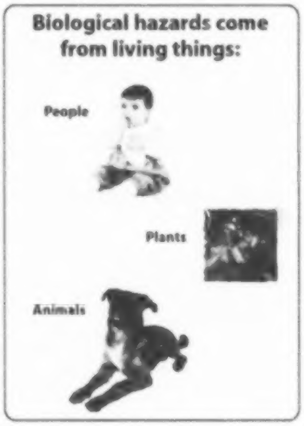
- Candy stripers and people who work in hospitals or nursing homes who may come into contact with a patient's blood, urine or other secretions or may encounter used needles.
- Child care workers working with sick children or involved in changing diapers.
- Animal control officers or people working with animals in a shelter or animal hospital.
- Caretakers, janitors, parks workers, housekeepers, hotel cleaners and similar jobs where it's possible to come into contact with used needles.

Teacher's Note

The lesson that follows is a basic guide to dealing with biological hazards in the workplace. More advanced lessons, overheads and handouts can be found in the Biological Hazards module in the *Live Safe! Work Smart!* Grade 9/10 edition.

Overhead | **Lesson Notes**

Biological hazards



Biological hazards come from living things:

Biological hazards are living things that can make you sick. They can come from plants, food, people or animals:

- Germs such as colds and flus spread from one person to another.
- Plants such as poison ivy can give some people rashes.
- Bacteria on mouldy food or meat left out on the counter can make you sick.
- Mould or fungus that can grow in damp places and get in the air can make you sick.
- Insect bites, from mosquitoes for example, can spread sickness when insects bite one person and carry their germs to the next person they bite.
- Animal bites, from dogs or cats for example, can cause infections.
- Animal droppings from mice or in cat litter boxes or bird cages can carry diseases.

Biological hazards are especially dangerous because they are so small you cannot see them. When you have a cold you should cover your mouth when you cough – this is because the cold germs can be spread to others, even though you cannot see them.

Suggested Activity

Ask the class which of the following can spread germs. Discuss why or why not.

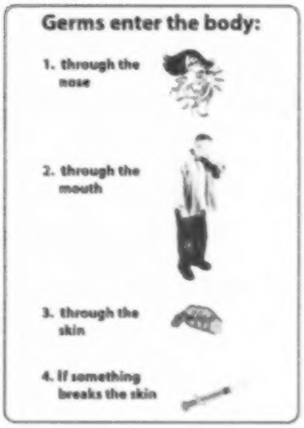
- sneezing – *yes*
- running – *no*
- sharing a glass of juice – *yes*
- coughing – *yes*
- touching – *yes (in some cases)*
- jumping – *no*
- watching TV – *no*
- kissing – *yes*
- jogging – *no*
- sharing makeup – *yes*

Teacher's Note

Understanding how germs get into their bodies will help students understand the type of protection they need.

Overhead	Lesson Notes

How germs get into your body



Germs enter the body:

1. through the nose
2. through the mouth
3. through the skin
4. If something breaks the skin

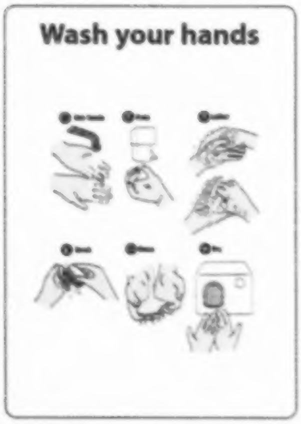
Germs enter the body in four ways:

1. Through the nose: if germs are in the air, they can be breathed in.
2. Through the mouth: germs can be swallowed if you touch something that is dirty, then put your fingers in your mouth. If food is spoiled, and you eat it, you can get food poisoning.
3. Through the skin or eyes: this can happen if we touch germs and then rub our eyes.
4. Through punctures of the skin, for example from dirty needles left lying around. When you get a cut, germs can get into your blood easily and cause redness and soreness around the cut.

How to protect yourself

You can have germs and spread them to other people. Others can have germs and give them to you. You can't see them so you don't know!

> **Note to teachers**: At this point you can use the overhead to review hand washing procedures.

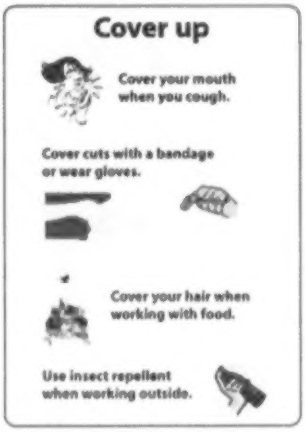


Wash your hands

Wash

- Wash before and after situations where you can spread germs to others. Before you work with people wash your hands so you don't spread germs that may be on your hands. Wash again after you work with people so the germs on your hands don't end up hurting you.
- Don't touch your eyes, nose or mouth with your hands unless you have cleaned them very well.

Overhead **Lesson Notes**



Cover up

Cover your mouth when you cough.

Cover cuts with a bandage or wear gloves.

Cover your hair when working with food.

Use insect repellent when working outside.

Cover up

- *Cover cuts* – use bandages to prevent germs from going into the cut.
- *Cover your mouth* – when you cough, cover your mouth and turn your head so you don't spread germs to those around you.
- *Cover your skin* – wear protective gloves and clothing to prevent germs from getting on to your skin.
- *Cover your hair* – wear hair nets when working around food to keep the germs in your hair from going into food someone else will eat.

Scrub

Scrub

- Wash toys and equipment that people share and any items that can come in contact with someone's mouth.
- Scrub kitchen counters and equipment to kill any germs.
- Use good soap to kill germs. Watch for hazard symbols on cleaners.

Don't share

or

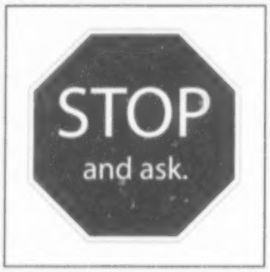
Don't share

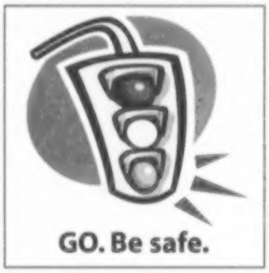
- Use your own hairbrush or make-up.
- Don't drink from another person's pop can or eat their food.

A note about latex gloves

If you are working in a medical clinic or a hospital you probably will use gloves that are made from a type of plastic called latex. Some people develop allergies to latex. If you get a rash after wearing latex gloves you should tell your supervisor. There are other kinds of gloves that you could use if you have an allergy to latex.

> **Note to teachers:** For more detailed information on latex allergies see page 148 in the safety gear lesson.





Lesson summary: "STOP and ask." or "GO. Be safe."

Use the "STOP and ask. / GO. Be safe." master provided in Section 1 to make handouts for your students. Ask students to hold up either their "STOP and ask." or "GO. Be safe." signs when you describe the scenarios below. Alternatively, you could have students call out "STOP and ask." or "GO. Be safe." when you describe the scenarios.

If you are changing a baby's diapers and there is no place for you to wash your hands when you're done. (*STOP and ask.*)

You are asked to share a hairbrush with someone else. (*STOP and ask.*)

You put a plastic bandage on the cut on your hand before you go to work. (*GO. Be safe.*)

You wear plastic gloves when cleaning out the cages at the pet store or humane society. (*GO. Be safe.*)

If you are not sure about the rules for handling dangerous materials that could make you sick. (*STOP and ask.*)

Teacher's Note

The following pages contain information to help protect students from biological hazards in specific kinds of jobs. Each section has introductory notes and a poster showing how to protect yourself when doing a certain type of work. The posters can be used in classroom discussions as overheads or handouts or can even be given to employers to post in the work area to remind students what they need to do. Use only the ones that are relevant for your students.

Working with people

Examples of jobs:

- working in a day care or nursery school, helping in a kindergarten class, babysitting
- working with the elderly in a nursing or retirement home, helping take care of your grandparents
- hairdressing, working with make-up, grooming children or the elderly

What to watch for:

- people coughing
- people who are sick
- open cuts or wounds on someone's skin – don't touch them!
- dirty diapers
- toys that have been in children's mouths
- sharing hairbrushes, toothbrushes or other personal items

How to protect yourself:

Wash

- Wash before and after working with people and especially before you eat or drink.

Cover up

- Cover any cuts on your skin.
- Cover your mouth when coughing or wear a mask if you have a cold or if the person you are working with does.
- Wear gloves to keep their germs from getting on your hands.

Scrub

- Wash toys and other surfaces that may have come in contact with germs. Disinfect baby bottles.
- Clean surfaces and other things that are being handled by people.

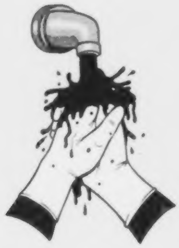
Don't share

- Use your own hairbrush or make-up.
- Don't drink from another person's pop can or eat their food.

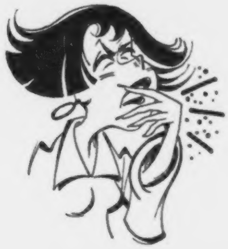
Working with people: children and the elderly

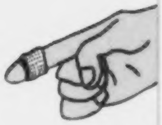
Germ fighting tips:

Wash



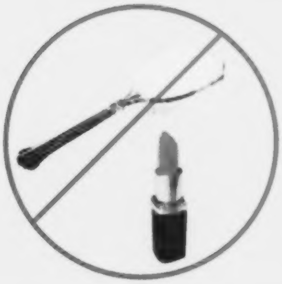
Cover up





Scrub

Don't share



Handling food

Examples of jobs:

- cook or cook's assistant
- food server in a nursing or retirement home
- busing tables

Watch for:

- dirty counters and ladles, pots, bowls
- food left lying out
- food that is the wrong colour or smells off
- eating utensils that people have put in their mouths and the edges of glasses that have been in peoples' mouths

How to protect yourself:

Wash

- Keep your fingers and hands out of your mouth. Never rub your eyes until you wash your hands.
- Wash your hands after handling money and before touching food.
- Wash your hands well and often, especially if your hands touch the rims of glasses and eating utensils that have been in someone else's mouth.

Cover up

- Cover any cuts or wounds you have before going to work.
- Wear rubber gloves to protect your hands.

Scrub

- Scrub counters, pots, bowls, spoons, knives and anything else you are working with.

Don't share

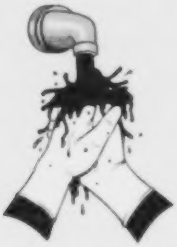
- Don't take a bite from someone else's cookie, share their fork or spoon or drink from their glass or can.

Store food in the refrigerator – don't leave it lying out in the air. Those unseen germs can attack that food!

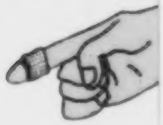
Handling food

Germ fighting tips:

Wash

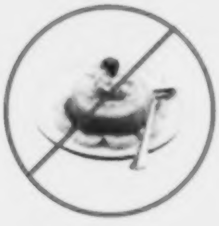


Cover up



Scrub

Don't share



Wash hands after handling cash.

Housekeeping/cleaning services

Examples of jobs:

- house cleaner
- janitor
- hotel cleaner

Watch for:

- sharp objects like broken glass or needles that may be lying around or in garbage pails – never push garbage down with your hands
- germs in washrooms
- dust that gets in the air
- places that are always wet – bacteria will thrive there

A point to stress:
If you see a needle tell a supervisor immediately. Don't touch it! Let the supervisor handle it.

How to protect yourself:

Wash

- Wash your hands well before you eat or drink.
- Keep your fingers and hands out of your mouth. Never rub your eyes until you wash your hands.
- Wash your hands well and often, especially if you haven't been wearing gloves.

Cover up

- Cover any cuts on your skin with a bandage before you go to work.
- Wear a mask if dust is getting in the air.
- Wear rubber gloves to keep your hands from touching germs.

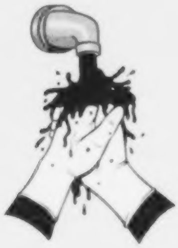
Scrub

- Wash floors and other surfaces that people touch.

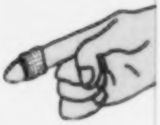
Housekeeping/cleaning

Germ fighting tips:

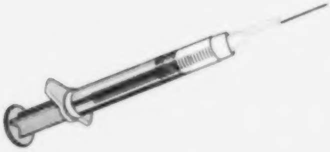
Wash



Cover up



Watch out for ...



Working outdoors

Examples of jobs/activities:

- landscaping
- working in the garden
- park assistant
- mowing lawns; pulling out weeds
- tree planting
- summer camp

Watch for:

- insects – mosquitoes, bees or ticks
- poison ivy or oak – know what it looks like and don't touch it
- animal droppings

How to protect yourself:

Wash

- Wash your hands well before you eat or drink.
- Keep your fingers and hands out of your mouth. Never rub your eyes until you wash your hands.
- Wash your hands well and often, especially if you haven't been wearing gloves.

Cover up

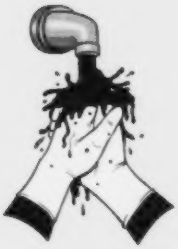
- Cover any cuts you have before you go to work.
- Wear gloves, long sleeves and long pants.
- Use inspect repellent.

Working outdoors

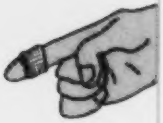
Watch out for ...

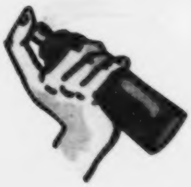
Germ fighting tips:

Wash



Cover up





Working with animals

Examples of jobs:

- veterinary assistant
- pet store assistant
- handling your family pets or a friend's pets
- helping out in the local animal shelter

Watch for:

- fleas and insects that might bite
- cat litter, dog or cat feces or bird droppings
- droppings from mice
- animals or birds that might bite
- dander in the feathers of birds

How to protect yourself:

Wash

- Wash your hands well before you eat or drink.
- Keep your fingers and hands out of your mouth. Never rub your eyes until you wash your hands.
- Wash your hands well and often, especially if you haven't been wearing gloves.

Cover up

- Cover any cuts you may have with a bandage before you go to work.
- Wear gloves.
- Wear a dust mask if you think an animal is especially dirty.

Scrub

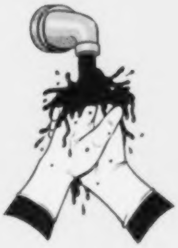
Wash floors, cages, dishes and other surfaces regularly.

Remember, if an animal seems sick or is behaving in an unusual way, tell your supervisor and don't handle it until you know it's safe.

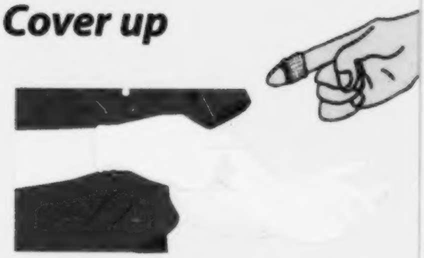
Handling animals

Germ fighting tips:

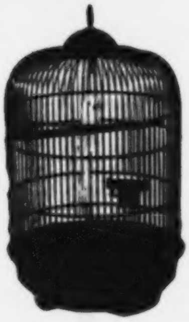
Wash

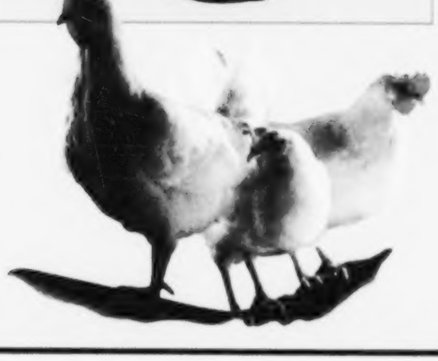


Cover up



Scrub





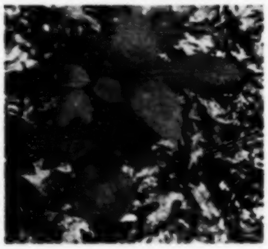
Overhead Masters

Lesson 3: Germs!

Biological hazards come from living things:

People

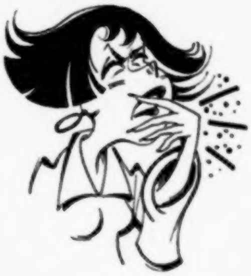
Plants



Animals

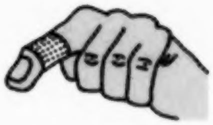
Germs enter the body:

1. **through the nose**

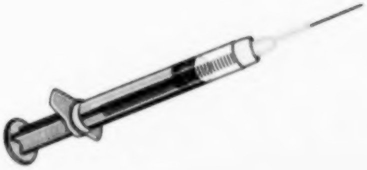


2. **through the mouth**

3. **through the skin**

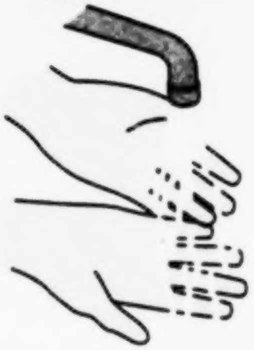


4. **if something breaks the skin**

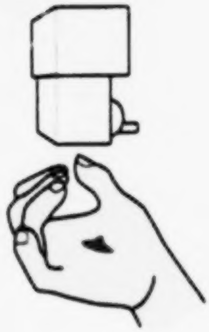


Wash your hands

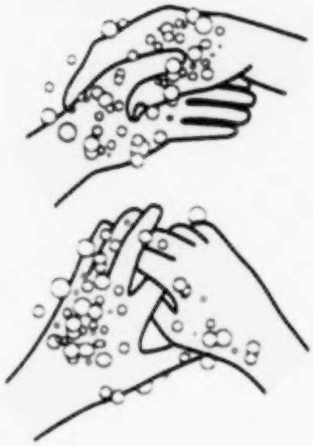
1. Wet Hands



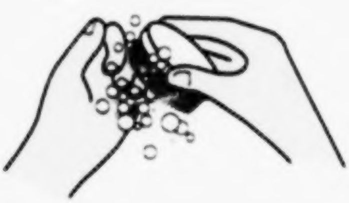
2. Soap



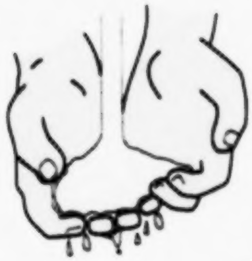
3. Lather



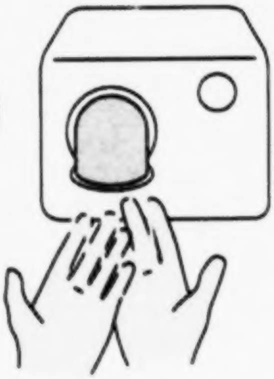
4. Scrub



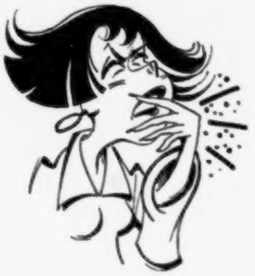
5. Rinse



6. Dry

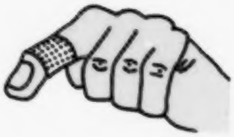


Cover up



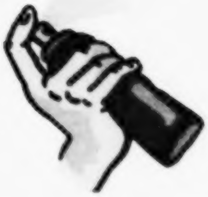
Cover your mouth when you cough.

Cover cuts with a bandage or wear gloves.

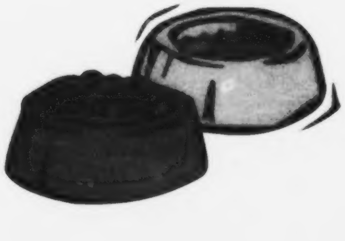


Cover your hair when working with food.

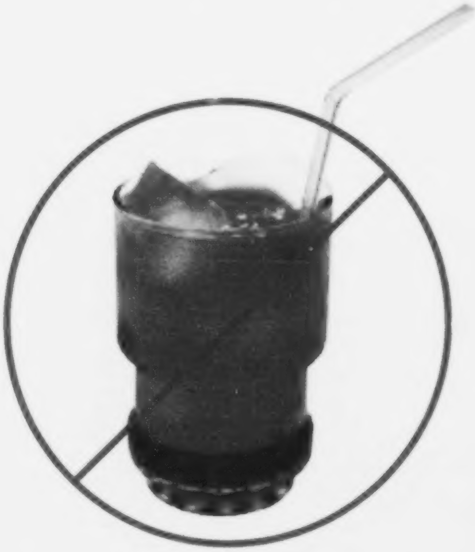
Use insect repellent when working outside.



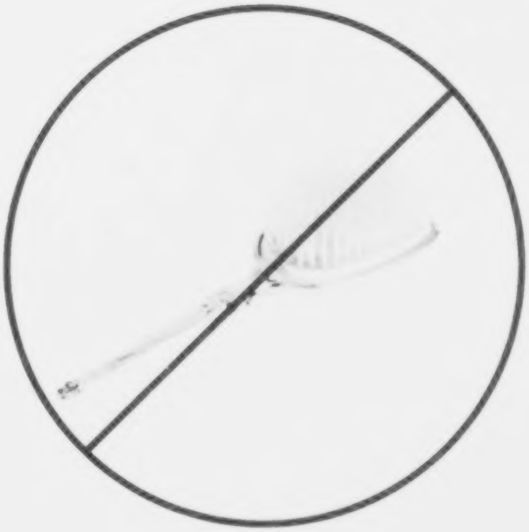
Scrub



Don't share



or



Lesson 4: Working with Chemicals (WHMIS) Teacher's Guide

When we address working with chemicals in the workplace, the most important thing workers need to be familiar with is WHMIS. WHMIS is the acronym for **W**orkplace **H**azardous **M**aterials **I**nformation **S**ystem. It is a national system for providing information on the safe use of hazardous materials in the workplace. Products that fall under WHMIS legislation are also called "controlled" products. These products are usually packaged and sold for commercial use. At home we usually come in contact with "consumer" products, such as the cleaning products purchased at the grocery store. Consumer products and drugs are not covered under WHMIS, but do carry their own set of international hazard symbols.

WHMIS became law in Ontario in 1988. The purpose of the legislation is to:

- ensure every worker is provided information and instruction about the safety and health hazards that may be associated with the materials or chemicals they use at work.
- provide standards for consistent labelling and information sheets.
- help stop the injuries, illnesses, deaths, medical costs, fires and explosions caused by the unsafe use of hazardous materials.

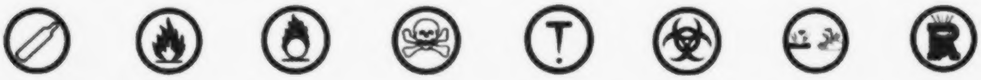
WHMIS is covered by the Ontario Workplace Hazardous Materials Information System (WHMIS) Regulation (R.R.O. 1990, Regulation 860) which is made under the *Occupational Health and Safety Act*. In Ontario, WHMIS is enforced by the Occupational Health and Safety Branch of the Ministry of Labour.

Many people have roles and responsibilities to fulfill under WHMIS legislation:

1. **Suppliers** who sell or import products must provide product labels and product material safety data sheets (MSDS) to their customers. Labels identify the contents of the hazardous material, and the MSDS explains the hazards of the product.
2. **Employers** must make sure products are labelled and that an MSDS for each product is present and readily available to workers. It is also their responsibility to provide education and training programs for workers exposed to hazardous products.
3. **Workers** must learn about WHMIS for the safe use of chemicals and use this information to help them work safely with hazardous materials. They must also inform employers or supervisors of any hazards they find, for example if labels on containers have been accidentally removed or are no longer readable, if the MSDS is not available or if they haven't been trained to use the chemical safely.

There are four main components of WHMIS:

1. Classification of products and hazard symbols;
2. WHMIS labels;
3. Material Safety Data Sheets;
4. Worker education.



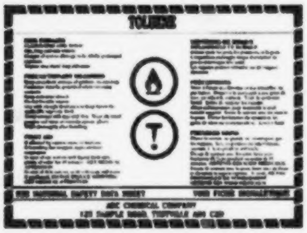
1. Classification of products and hazard symbols

WHMIS groups chemicals with similar properties or hazards into 6 main classes. Each class has a specific symbol to help people recognize the hazard quickly.

2. WHMIS labels

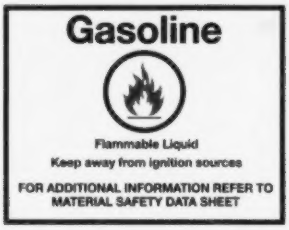
The distinctive WHMIS label is one of the clearest ways health hazard information is conveyed to the product user. WHMIS legislation sets out standards for the design and contents of labels. Suppliers, employers and sometimes workers are all responsible for labelling products.

There are two different types of labels used in WHMIS:



- A **supplier** label must appear on all containers of controlled products received at Canadian workplaces. The label has a distinctive hatched border and must contain particular information, including hazard symbols that apply to the product, safety information, and precautionary measures.

- A **workplace** label must be put on any container filled at the workplace. For instance, if a bulk container that has a WHMIS label on it is decanted into smaller containers for convenience, the employer must affix a workplace label. There are standards for the type of information that employers must include on these labels.



Gasoline

Flammable Liquid

Keep away from ignition sources

FOR ADDITIONAL INFORMATION REFER TO MATERIAL SAFETY DATA SHEET

3. Material safety data sheets (MSDSs)

An MSDS is a comprehensive document prepared by the supplier to provide the user with pertinent information about the properties of the products, how to use them safely and what to do if there is an emergency. WHMIS legislation requires that employers make current MSDSs available for the review of any worker. MSDSs expire and must be replaced three years after they're issued.

Material Safety Data Sheet

SUPPLIER/DISTRIBUTOR	WD-40 PRODUCTS (CANADA) LTD
ADDRESS	POST OFFICE BOX 220 ETOBICOKE ONTARIO CANADA M9C 4V3 Telephone: (416) 622-9881 Fax: (416) 522-8096
EMERGENCY TELEPHONE NO.	800-424-9300 (CHEMTREC)

SECTION I: PRODUCT AND PREPARATION INFORMATION

TRADE NAME AND SYNONYMS	WD-40 BULK LIQUID
PRODUCT USE	LUBRICANT/PENETRANT
CHEMICAL NAMES AND SYNONYMS	ORGANIC MIXTURE
CODE NUMBER	01010, 01118
PREPARED BY	TECHNICAL GROUP, (416) 622-9881
DATE OF PREPARATION	MAY 1, 1999

SECTION II: HAZARDOUS INGREDIENTS

HAZARDOUS INGREDIENTS	CAS NUMBER	PIN (UN)	PERCENT BY WT.
STODDARD SOLVENT (Aliphatic Petroleum Distillates)	8052-41-3	1268	60-100

NATURE OF HEALTH HAZARD AND ROUTE OF ENTRY
May cause eye, skin irritation. Low toxicity via inhalation,
TYPE OF HAZARD
CHRONIC [1 ACUTE [X]
EXPOSURE LIMITS
PPM 100
mg/m^3
SOURCE ACGIH
LD50 (ORAL SP.) 6400 mg/kg RAT
LC 50 (INH. SP.) 1400 ppm (4 hr.) Rat

4. Worker education

The legislation requires employers to provide information and instruction to all workers who use or handle or work in the presence of WHMIS controlled products so that they have the knowledge to help protect themselves from injury or illness. Education should include: information about the products used; what the hazards are; safe use, handling and storage procedures; use of personal protective equipment stipulated in the MSDS; and what to do in case of emergency.

Classroom education can cover these basics, but it is up to the employer to provide specific training on the products handled in their workplace.

Besides workplace-specific training and instruction, students should make the connection between use of chemicals and use of personal protective equipment, such as gloves and glasses. The "Safety Gear" module will provide the information to help you communicate that lesson.

Teacher's Note

The lesson that follows is a basic guide to protecting yourself from chemicals in the workplace. Advanced WHMIS lessons, overheads and materials can be found in the chapter on Chemical Hazards in the *Live Safe! Work Smart!* Grade 9/10 edition.

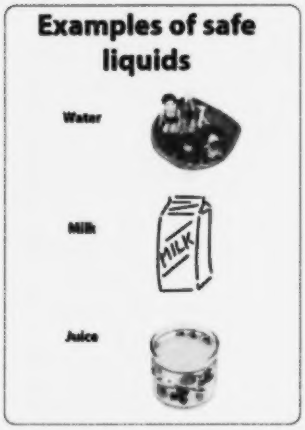
Overhead **Lesson Notes**

Identifying dangerous liquids

There are many liquids that you will find both at home and in the workplace. Some of these liquids are completely harmless, and even needed for life, such as water. These are safe for you to use. Others can make you very sick.

At home, bottles used for cleaning are probably kept under the kitchen sink or put away in a locked cupboard. At school the janitors keep these bottles safely put away in their storage rooms. The liquids in these bottles might hurt you if you swallow them, sniff them or get them on your skin.

You have probably been warned to stay away from or to be careful when using these chemicals.


Examples of safe liquids

When you go to work, you will probably find dangerous liquids, so we must learn how to be safe when we work with them or near them.

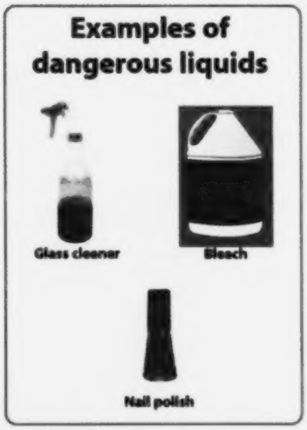
Examples of safe liquids:

Water – you can swim in it, drink it, get it in your eyes, put it on your skin and even wash your cuts with it and it won't hurt you. You need water to live.

Milk – you can drink milk, put it on your skin and even bathe in it if you want to and it won't hurt you.

Cola – you can drink it and it won't hurt you if you get it on your skin.

Examples of dangerous liquids:


Examples of dangerous liquids

Glass cleaner – will hurt if you get it in your eyes or make you very sick if you swallow it.

Bleach – will make you sick if you drink it and could give you a rash or burn on your skin and damage your eyes if it gets in them.

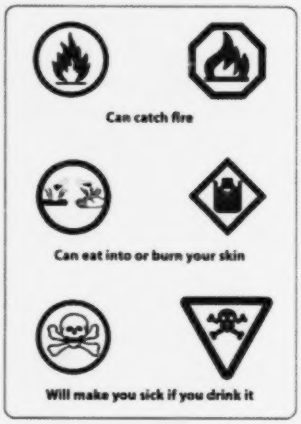
Nail polish - can have a strong smell and, if there is too much in the air, it might be hard to breathe.

Overhead	Lesson Notes

How do you tell the difference between safe and dangerous liquids?

Being able to tell the difference between a safe liquid and a dangerous one is very important in the workplace where there might be many chemicals that could hurt you.

Look for labels


Can catch fire
Can eat into or burn your skin
Will make you sick if you drink it

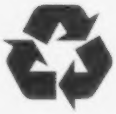
One way to tell the difference between dangerous and safe liquids is to look on the container for a shape (circle, triangle, diamond, hexagon) with a picture inside it. The shapes tell you that the liquid could hurt you if you drink it, get it on your skin or in your eyes or if you sniff or smell it.

Here are some examples of the shapes and pictures to look for on containers for liquids. They tell you the liquid in the container is harmful.

Follow directions

We also know that liquids like medicine can be dangerous if we don't follow the directions. When we know how much to take, the medicine can help us get well, but if we take too much, medicine can make us very sick. So, medicine can be a dangerous liquid. We must stop and ask someone for help when we need to take medicine. The same is true with liquids at work.

Teacher's Note



Be careful that students don't confuse the "recycle" symbol with hazard warning symbols. This symbol is not usually surrounded by a definite shape.

What if there is no label on a container?

Not all containers with liquids in them will have a label. Some liquids are very familiar to us, like water that comes out of a tap or orange juice or milk that comes from a container that we buy at the store. When the liquid is in its original container and the colour and smell are familiar, the liquid is probably safe.

This will not always happen when you are working. Always be careful when you see a container doesn't have a label or a symbol on it. For example, a clear bottle with a clear liquid in it and no label on it isn't necessarily water – it could be rubbing alcohol or vodka! If there's no label, and you're not sure what's in the container, STOP and ask before you use or drink it.

Something isn't right!

Sometimes people use old bottles and put new liquids in them. For instance, if the bottle looks like a pop bottle, but has a white liquid in it, and you know pop isn't white, be suspicious – don't touch it because it isn't right. Always ask if you don't know. Leave the bottle alone until you can ask someone who knows what the liquid is and how to handle it. NEVER, NEVER guess how to handle an unknown liquid – you may end up getting sick or hurting yourself.

Suggested Activities

1. Identifying dangerous and safe chemicals

OPTION 1: Copy and hand out the "Find the Dangerous Liquids" exercise on page 113. Students can be instructed to identify the dangerous liquids by "X" ing them out. *(The dangerous liquids are numbers 2, 3, 4, 7, and 8).*

OPTION 2: Make an overhead of the "Find the Dangerous Liquids" exercise. Have the students prepare "STOP and ask." or "GO. Be safe." signs (templates are on pages 17-18). As you point to a liquid on the overhead, have the students hold up the correct sign – *"STOP and ask." for numbers 2, 3, 4, 7 and 8 and "GO. Be safe." for numbers 1, 5, 6 and 9.* These signs can be used for other exercises throughout the safety lessons in this resource.

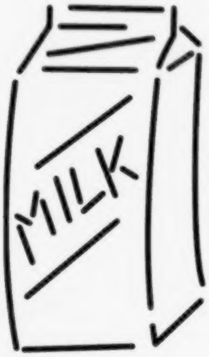
2. Learning to recognize the shapes and pictures

Bring different containers into the classroom with a variety of warning symbols on them, and some without any labels. Ask the students to separate them according to those that might be dangerous and those that are safe. Compare the "recycle" symbol to the hazard warning symbols. Note the definite shape around the hazard warning symbols. Discuss what they would do with the ones that have the warning symbols.

- *do not touch it unless you have received special training or instruction from your boss*
- *never eat it, drink it, put it on your skin, or get it in your eyes*
- *always ask what to do if you're not sure.*

For a complete list of WHMIS symbols, see page 2 of the Live Safe! Work Smart! Grade 9/10 Chemical Hazards chapter.

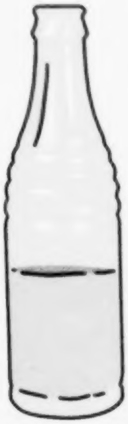
Find the Dangerous Liquids



1

2

Blue
liquid
in a
cola
bottle.



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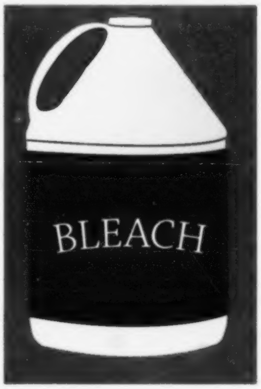

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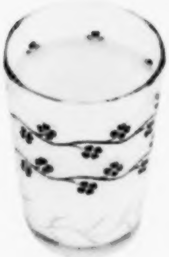

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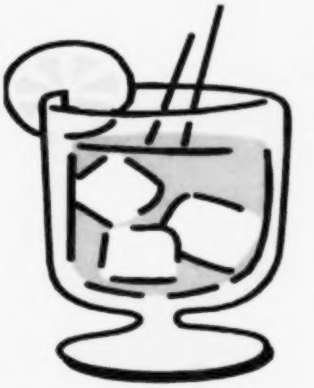

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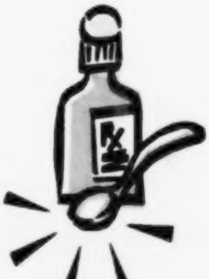

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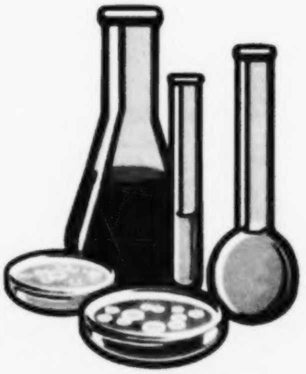

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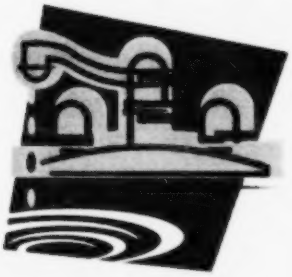
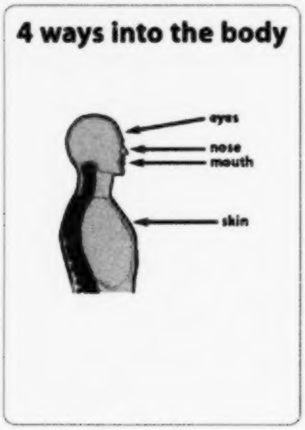


9

Teacher's Note

Understanding how chemicals get into their bodies will help some students better understand the type of protection they need when working with chemicals. This part of the lesson can be omitted if not appropriate for your students and you can jump into "How to Protect Yourself," the message that follows.

Overhead	Lesson Notes



4 ways into the body

How dangerous liquids (chemicals) get into your body

Chemicals enter the body in four ways:

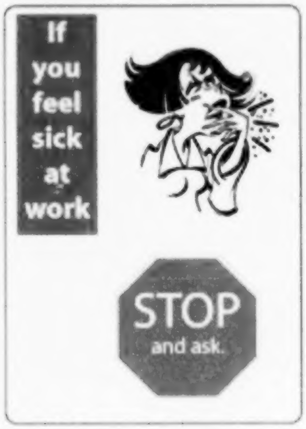
1. **Through the nose:** if you sniff a dangerous liquid, you can easily harm your lungs or throat.
2. **Through the skin:** This can happen if you touch liquid chemicals or are exposed to their vapours.
3. **Through the eyes:** If liquid chemicals or their vapours get into your eyes it may cause watery eyes, blurred vision or temporary or permanent loss of vision.
4. **Through the mouth:** You might swallow chemicals if you don't wash your hands before putting something to your mouth after working with chemicals. Sometimes if you eat or drink in the place where chemicals are being used, dangerous materials can get into your food or drink. This can make you very sick.

How to protect yourself

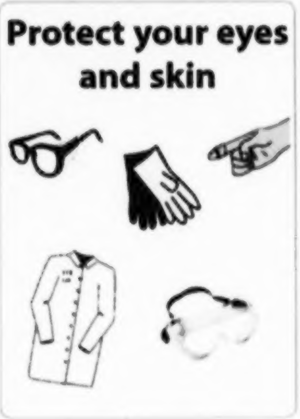
1. DO NOT smell or sniff dangerous liquids

- **STOP and ask** your supervisor if you notice any of the following:
  - a strange or bad smell in the air
  - a chemical spilled anywhere in the workplace
- **NEVER** light matches near chemicals

Overhead	Lesson Notes

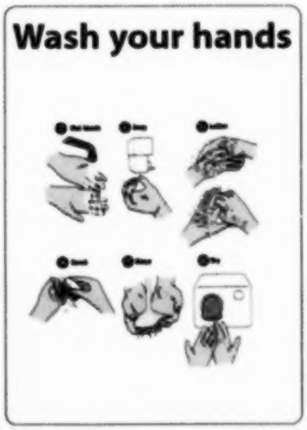

If you feel sick at work
STOP and ask.

- **STOP and ask:** your supervisor if you have:
  - a sore throat
  - a cough
  - a headache
  - sore, red eyes
  - a skin rash
  - dizziness.


Protect your eyes and skin

2. DO NOT let dangerous liquids touch your skin or eyes

- DO wear gloves that protect your hands from dangerous liquids.
- DO wear aprons if dangerous material could touch your clothing
- DO cover any cuts and scrapes with a bandage that prevents any liquid getting into your cut.
- DO wear eye protection if chemicals could splash in your eyes.

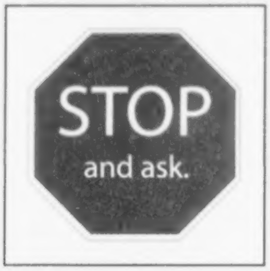


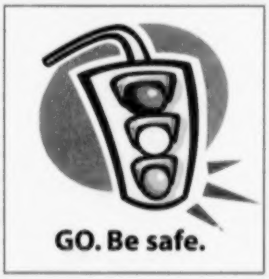
3. DO NOT drink liquids if they are dangerous or you're not sure it's safe

- DO eat your lunch in the lunch room away from dangerous liquids. Never eat or drink, even a snack, in your work area.
- DO wash your hands before you eat or drink to make sure any dangerous liquids you may have touched do not get on your food and then into your mouth.

Teachers:

For information on proper hand washing techniques see page 7 of the Biological Hazards chapter in Grade 9/10 *Live Safe! Work Smart!* and the first handout in Section III, Resources in that chapter.





Lesson summary: "STOP and ask." or "GO. Be safe."

Use the "STOP and ask. / GO. Be safe." master provided on pages 17 and 18 to make handouts for your students. Ask students to hold up either their "STOP and ask." or "GO. Be safe." signs when you describe the scenarios below. Alternatively, you could have students call out "STOP and ask." or "GO. Be safe." when you describe the scenarios.

If you have to use a dangerous liquid with a warning sign and you are not sure how to use it safely. (*STOP and ask.*)

If a liquid does not have a label. (*STOP and ask.*)

If you go to the corner store and you buy a bottle of spring water with a clear liquid in it. (*GO. Be safe.*)

If you see an orange juice bottle with orange juice in it. (*GO. Be safe.*)

If you are not sure about the rules for using the liquid safely. (*STOP and ask.*)

Overhead Masters

Lesson 4: Working with Chemicals

Examples of safe liquids

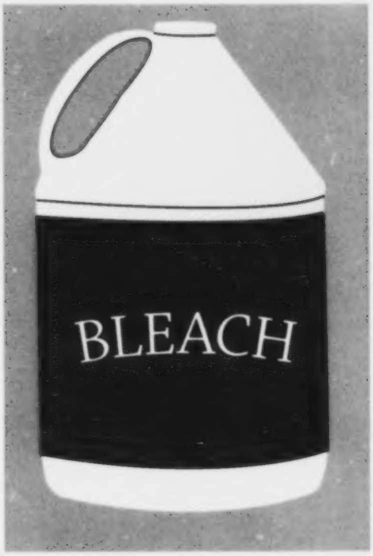
Water

Milk

Juice

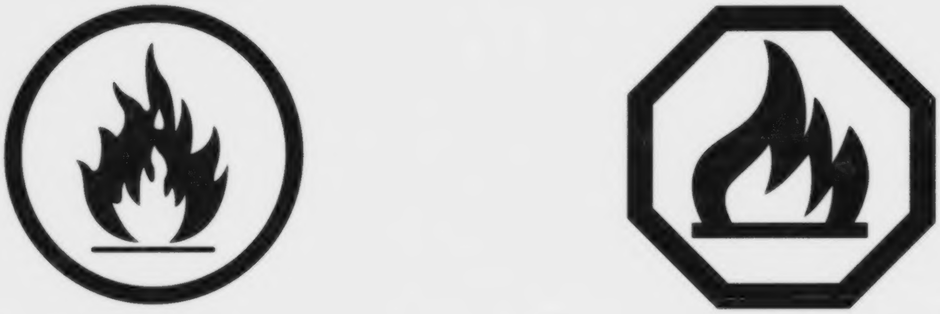
Examples of dangerous liquids

Glass cleaner

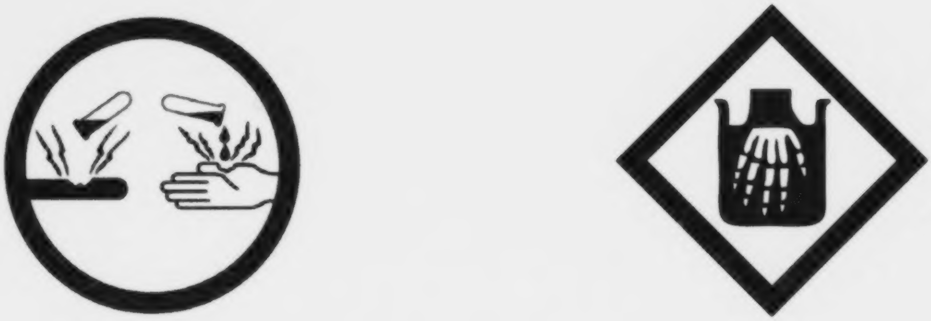


Bleach

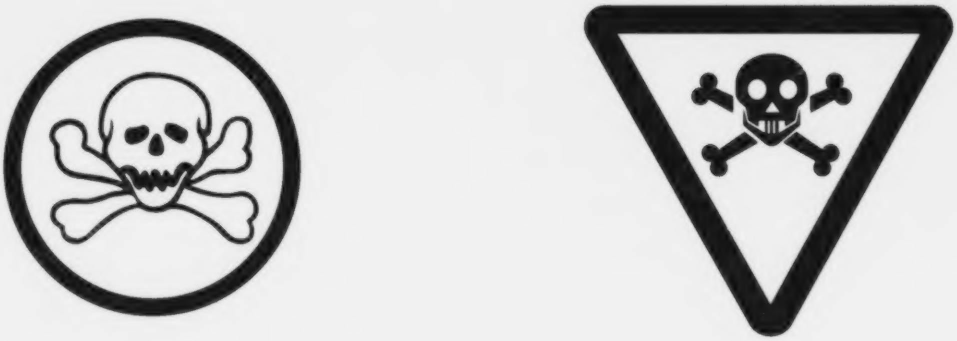
Nail polish



Can catch fire

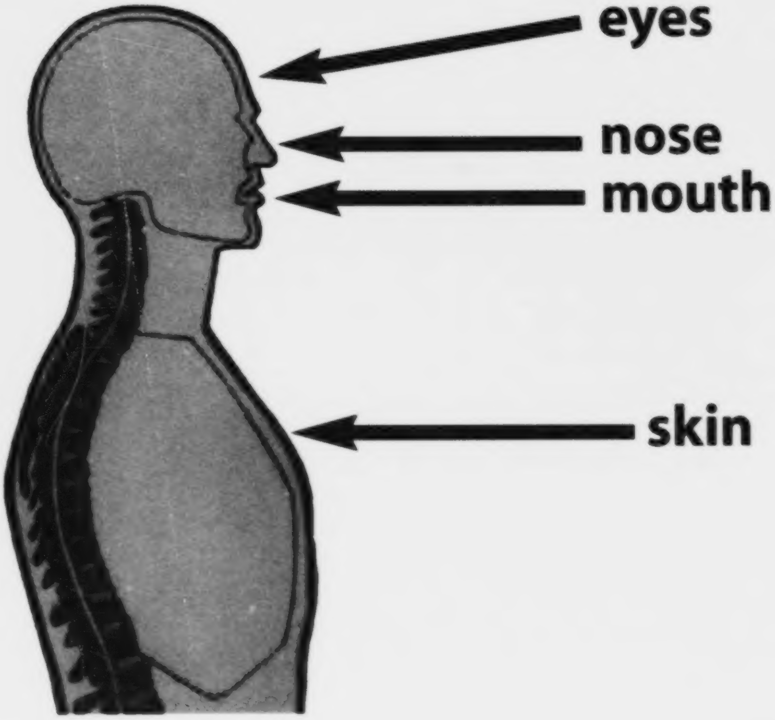


Can eat into or burn your skin

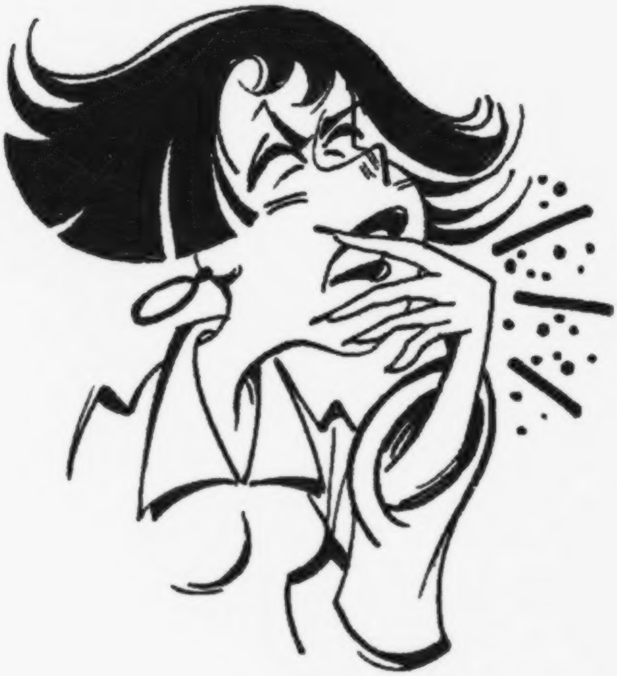


Will make you sick if you drink it

4 ways into the body

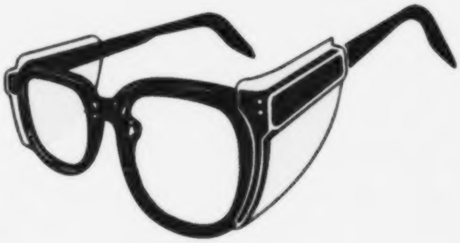

eyes
nose
mouth
skin

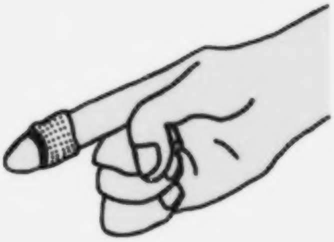
If you feel sick at work

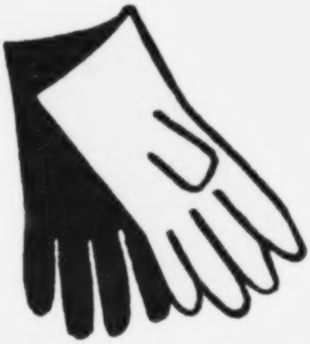


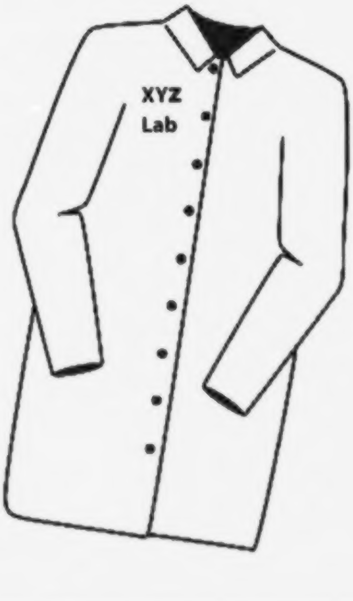
STOP and ask.

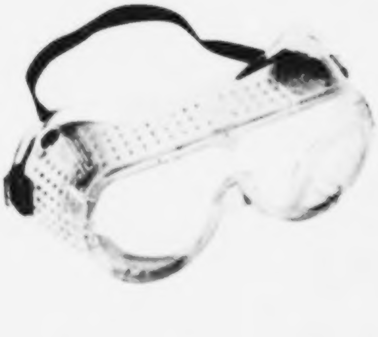
Protect your eyes and skin





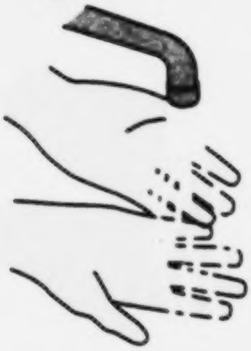




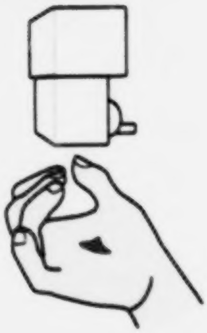


Wash your hands

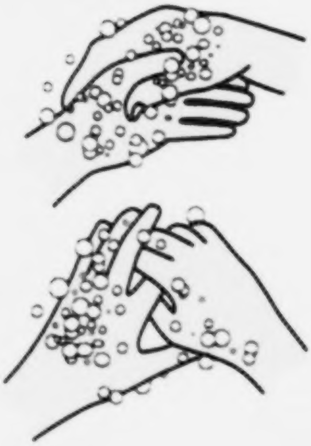
1. Wet Hands



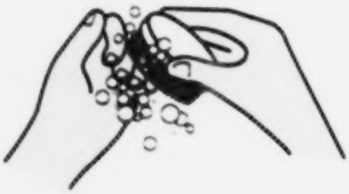
2. Soap



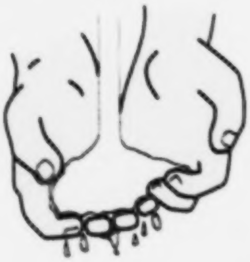
3. Lather



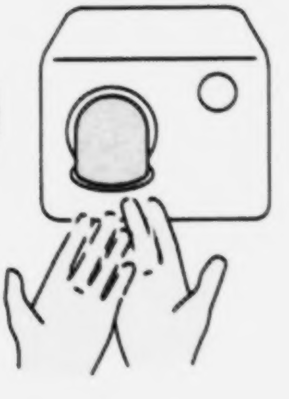
4. Scrub



5. Rinse



6. Dry



Lesson 5: Avoiding Strains and Sprains from Work

Teacher's Guide

Ergonomics literally means "laws of work." The word ergonomics is made up of two Greek words: "Ergos" meaning "work" and "Nomos" meaning "laws." These "laws" of work are simple: our physical capabilities must match the demands of the tasks we are doing. When this matching is in place, it helps us stay healthy. The process of matching people and tasks is a continuous process. The goal is to meet the needs of our various and changing capabilities as well as new tasks we undertake.

Consider the chair you're sitting on. If it were a foot lower in height, would you be sitting as comfortably as you are? Your knees would be up in the air and you probably couldn't see over your desk. The designer considered who would use these chairs and how they would be used. Matching the product to the user – that's ergonomics in action.

The first thing to consider when studying ergonomics is a person's own capabilities. These include:

- ability to apply force: how much we can lift, push, pull, grab, or press
- how well we are able to see things in our field of vision
- ablity to hear sounds in all ranges
- how tall we are and how much we weigh will affect how well we are able to move, work and reach for things around us
- flexibility: how well we are able to bend, twist and turn
- mental capacity: our ability to think, remember and analyze situations.

These capabilities are subject to change as we get older and if we are tired, weak, or sick. They are also different from one individual to the next.

The second consideration has to do with the tasks we ask a person to do. The tasks must be studied to determine how a job must be done and what stresses it may put on the body, such as:

- maintaining awkward body posture as, for example, when having to reach a long distance
- applying force to lift, pull, push, or drag, for instance when drilling holes or shovelling snow
- repeating the same movements again and again, as one would when removing boxes from a moving conveyor

- working with vibrating equipment, such as a drill
- working in very hot or cold places.

The third consideration is the time spent performing a task. When analyzing a task from an ergonomic standpoint it's important to consider both for how long the task must be performed and how many times it must be done in a typical working day.

Once human capabilities and job demands are analyzed, the strengths and weaknesses of the person need to be analyzed and weighed against each other to determine the most appropriate solution for the individual. Our bodies experience strain when our capabilities do not match job demands. Prolonged strain results in pain and injury which may cause impairment and disability.

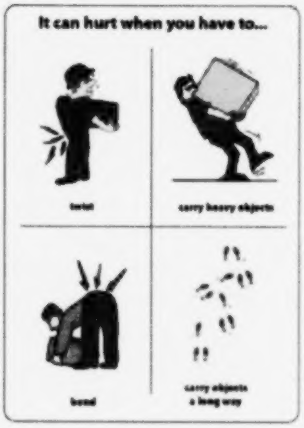
Teacher's Note

For more in-depth info and more detailed lessons on ergonomics please refer to the Ergonomics chapters in the *Live Safe! Work Smart!* Grade 9/10 and 11/12 editions.

Strains and sprains in the workplace are usually the result of a combination of repetitive movements, awkward posture and the force that must be applied.

Solving ergonomic issues involves looking at the physical workplace and how it can be adjusted for the individual worker. It's also important to consider how quickly tasks must be done and how often and to look at the way work is organized in terms of work-rest schedules. Many of these are workplace issues that the employer must solve. However, workers are responsible for following the rules, making the adjustments they can for themselves, and telling the supervisor if they think something isn't right.

The lesson that follows deals with the things that workers can do.


It can hurt when you have to...
twist
carry heavy objects
bend
carry objects a long way

Causes of strains and sprains

People are all different. Look around you. Some people are tall, some are short. Some have large hands, some small. Some are stronger than others. Some people can see perfectly, some cannot. Some can hear well. Some can hear very little or not at all.

Whether you are playing sports, working on a computer or stocking shelves, it is important to understand what you can and cannot do safely. Because we're all different, not everyone can do every activity without getting sore muscles and hurting themselves. It's not okay for a job to cause you to have a very sore neck or back!

These are tricky injuries. When you are doing a job that can hurt your muscles, you may not know that it's dangerous until long after the job is done. Your back might not hurt until the next day!

The first thing to know is how people get hurt. You can get hurt if you:

- lift things that are too heavy or have a shape that makes them hard to carry
- bend to the floor to pick things up or twist at the waist to see what's going on behind you
- carry something that you didn't think was too heavy for a long distance (like walking home carrying heavy groceries)
- bend at the waist to pick up objects that need to be moved.

An injury can happen whenever the things you have to do require too much of your body.

Have you ever:

- carried a couple of bags of milk a distance and had sore shoulders afterward?
- slept the wrong way in bed and had a sore neck in the morning?
- sat at the front of a movie theatre where you had to bend your head back to see so you ended up with a headache?
- strained to reach something high on a shelf and felt the muscles pull in your shoulder or back?

- played a sport and had sore muscles from trying hard for a long time?

These are all examples of doing things where your body worked too hard.

Suggested Activity

An exercise to illustrate the importance of using a good body position.

Ask students to pick up a book in one hand and hold it straight out at arm's length from their body for a few minutes. Ask them how it feels.

Discuss three things that are wrong in this situation:	What can they do to make this task easier?
• the body position they are in is poor, because we are most comfortable when our arms are close to our bodies • they are having to use too much strength to hold the book • the more time they spend in this position, the more it hurts.	• *hold the book closer to the body* • *use two hands to hold the book to decrease the strength needed by using one hand* • *take a break, put the book down for a minute, ask for help, or get something to put the book on so you don't have to hold it.*

How you work and arrange the work area around you can directly affect how you feel, and how tired you get. Using good body positions, not too much strength and not for too long a time helps you avoid injury.

Tip: Before you use your muscles, get ready – stretch!

When you do a physical activity you are not used to like running a long way or playing a new sport, your body can become stiff, sore and achy. It can be hard to walk, reach over your head or even move the next day.

Before you start each day you should stretch your muscles and get them relaxed and ready for the activity they are about to do. This is called "warming up." All athletes do this and everyone should do it before doing anything physcial.

Overhead	Lesson Notes

Work can be like starting a new sport. It can take time for your body to get in shape. You should start up gradually and do a little more each day to get in shape.

Teacher's Note

Ergonomic concepts are easier to explain if you can use pictures to illustrate the concepts. On pages 131 and 132 there are handouts that can be given to students at this point in the lesson. The students can follow along with the lesson while looking at the pictures. You can discuss the pictures and the key ideas of the lesson with the students.

GO! It's safer to lift and carry when...

You can stand, reach and move without hurting yourself

If you have to twist when lifting an object or have to reach too high or too low for things, you could hurt yourself. If you move the right way you should feel comfortable while working. To be safe you can:

- always move your feet and turn your whole body when you move in a new direction – don't twist at your waist.
- put objects where you can reach them easily.
- stand on a sturdy step stool when you have to put iems on a shelf that is above your shoulders.
- make sure you can see where you're going.
- bend your knees and squat to reach low places – do not bend your back.

You can lift and carry things easily

If you have to lift something and it's too heavy you could hurt yourself. Things you cannot lift and walk with easily may be too heavy for you. If you need to lift something that's heavy, to be safe make sure you:

- do not lift things if you are not sure you can. STOP and ask.
- break a big load up into smaller pieces and make more trips.
- put things on a cart or trolley instead of carrying them.
- get someone to help you.

You carry things a short way and take breaks in between tasks

If you carry things too far you put a strain on your body and could hurt yourself. Lifting many objects over a long period of time may also be too hard. Instead of doing these things, to be safe you can:

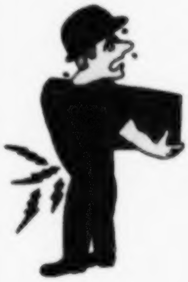
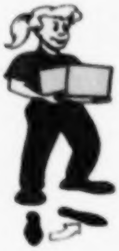
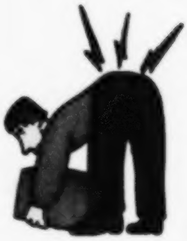
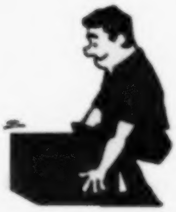
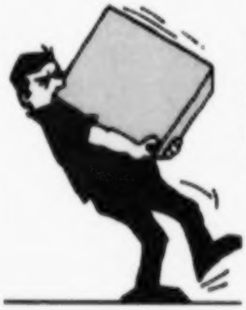
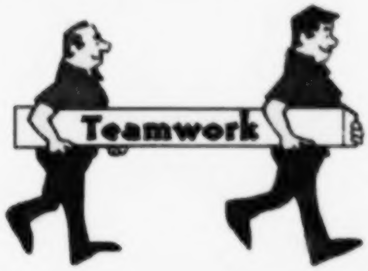
- bring objects close to you before you lift them.
- take rest breaks when you feel tired.
- use carts to carry items.
- put many smaller things in boxes that are easy to lift.

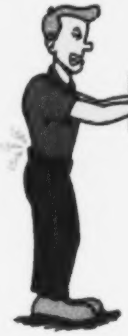
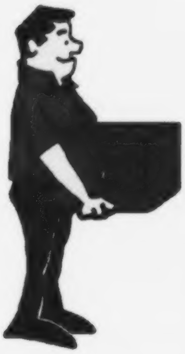
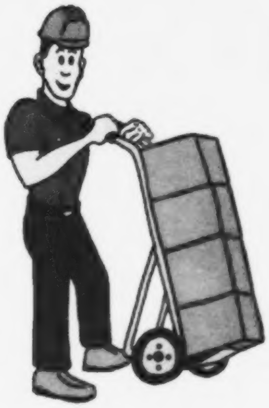
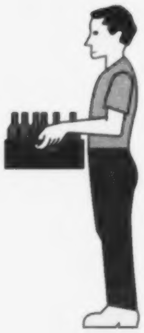
Teacher's Note

Using an example of grocery shopping might help illustrate the key ideas in this lesson. Ask your students how they carry grocery items in the store. When would they:

- carry objects in their arms? *(good for one or two items)*
- use a basket? *(good for about three to eight items)*
- use a shopping cart? *(for about nine or more items)*

Another option would be to ask the students to try carrying five or six classroom items (for example, binders, staplers, pencil cases, etc.) in their arms, and see how hard it is. They could then use a box to put the items in, and see how much easier it is to carry.

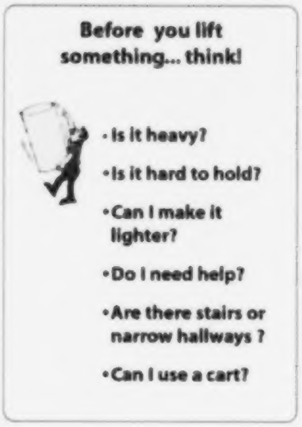
It can hurt if you...	To be safe you can...
 turn when lifting a heavy object	always move your feet and turn your whole body when you move in a new direction – don't twist at your waist. 
 reach too high or too low	put objects where you can reach them easily. stand on a sturdy step stool when you have to put things on a shelf that is above your shoulders. bend your knees and squat to reach low places – do not bend your back. 
 lift things that are too heavy	stop and ask for help if you aren't sure you can lift something. break a big load up into smaller pieces and make more trips. put things on a cart or trolley instead of carrying them. get someone to help you. 

It can hurt if you...	To be safe you can...
 hold things too far from your body when lifting them	bring things close to you before you lift them. 
carry objects too far	stop and rest for a moment when you get tired. use carts to carry items. 
lift too many small objects at the same time	put many smaller things in boxes that are easy to lift. use carts to carry items. 

Overhead	Lesson Notes

How to lift properly

Whenever you lift things, whether at home, at work or at school, the following steps will help.



Before you lift something... think!

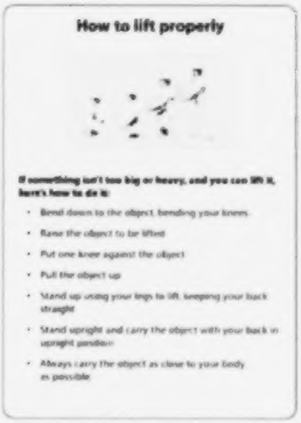
- **Is it heavy?**
- **Is it hard to hold?**
- **Can I make it lighter?**
- **Do I need help?**
- **Are there stairs or narrow hallways ?**
- **Can I use a cart?**

1. Think before you lift. Ask yourself:

- Is it heavy?
- Is the object an odd shape and hard to hold? (Like a refrigerator box?)
- Can the heavy item be split into a few lighter loads?
- Do I need help to lift it?
- Will I have to move the object up or down stairs or on uneven ground and through narrow hallways that could make me trip or fall? Will the object fit?
- Is there a cart or buggy that I could use?

2. Decide:

- I can lift it. Go. Be safe.
- I need help to lift it. Stop and ask.
- I'm not sure what to do. Stop and ask.



How to lift properly

If something isn't too big or heavy, and you can lift it, here's how to do it:

- Bend down to the object, bending your knees
- Raise the object to be lifted
- Put one knee against the object
- Pull the object up
- Stand up using your legs to lift, keeping your back straight
- Stand upright and carry the object with your back in upright position
- Always carry the object as close to your body as possible

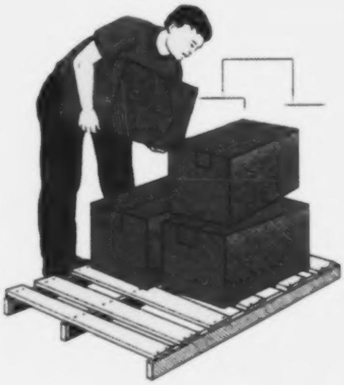
3. If it's safe:

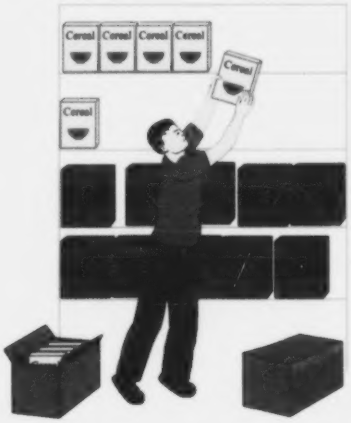
- Reach down for the object, bending your knees.
- Raise the object to be lifted.
- Put one knee against the object.
- Pull the object up.
- Stand up using your legs to lift, keeping your back straight.
- Always keep your back straight.
- Always carry the object as close to your body as possible.

Suggested Activities

1. Listening activity – Read the following scenario and discuss the questions. (The handout for this activity is on page 136.)

Stephen works in a grocery store stocking shelves. He has to move cases of cereal boxes from the back room to the cereal aisle where he opens the cases and puts the individual cereal boxes on the shelves. He lifts the cases off a pallet on the floor, and carries them one by one to the aisle. Some of the shelves are very high and he has to reach up to get them on the higher shelves.





How could Stephen get hurt doing this job?

– he could hurt his back lifting cases from the floor

– he could get tired by making many trips because he is lifting the boxes one by one

– he could pull a muscle reaching up to place boxes on high shelves

How can Stephen work more safely?

– he could ask for a cart to put the cases on so he can move several cases at once and not have to keep bending to take boxes from cases sitting on the floor

– he could stand on a sturdy footstool to reach the high shelves

– he could lift the cases by bending his knees, not his back

–he must never climb on the shelves or stand on a cart with wheels

Continued...

Source: *Work Safe!* University of California at Berkeley

Suggested Activities (cont'd.)

2. Practicing proper lifting technique

Find a box that is large but not too heavy for your students. Place it on the floor. Have students practice lifting it using the technique described in the lesson. Use the overhead on page 145 as a reference. Other students can watch and give their feedback.

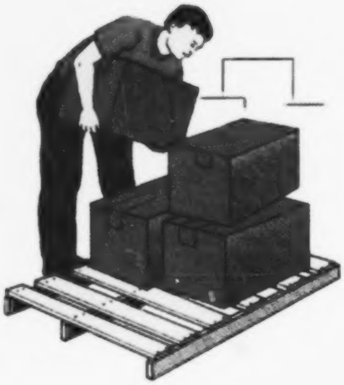
3. Looking after myself: What can my body really do? (The handout for this activity is on page 137.)

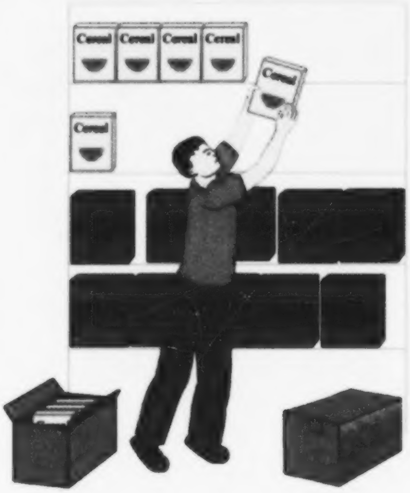
Using an overhead projector, display the handout on page 137 for the students to see. Use a piece of paper to cover up the right-hand side of the handout, leaving the left-hand side showing. Looking at the pictures, ask students whether or not they would be able to move the items, and if not, what they can do to move them safely (for example, by using a cart or asking for help). Uncover the right-hand side with the answers on it as you go.

4. Discussion

Discuss the importance of deciding what you are personally capable of before doing a physical task. Remind students that it's okay to ask questions and ask for help.

Lifting: What is dangerous about this job?





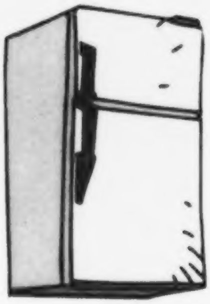
Stephen works in a grocery store stocking shelves. He has to move cases of cereal from the back room to the cereal aisle where he opens the boxes and puts the individual cereal boxes on the shelves. He lifts the cases off a pallet on the floor, and carries them one by one to the aisle, where he opens each case to take out the cereal boxes. Some of the shelves are very high and he has to reach up to get them on the higher shelves.

What is dangerous about this job?

How can Stephen work safely?

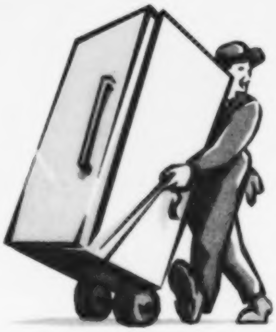
Looking after myself: what can my body really do?

Can I lift this?

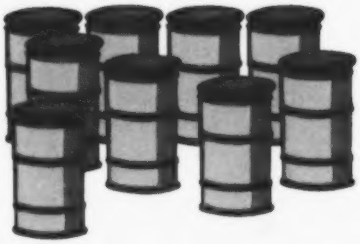


How can I move it safely?

- *Get someone to help you.*
- *Use a cart or something on wheels to move it more easily.*

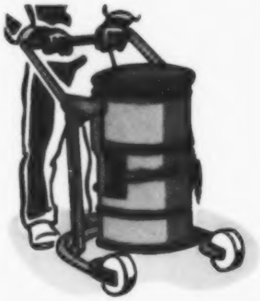


Can I lift these?

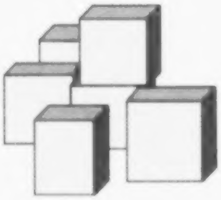


How can I move them safely?

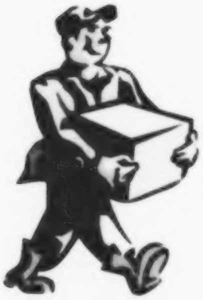
- *Find out if they are full or empty.*
- *Move them one at a time.*



I have to move all these boxes. Can I do it safely?



How can I move them safely?



- *Move them one at a time.*

- *Use a cart.*

Teacher's Note

Strains and sprains can be a problem for students working with computers. With proper setup of computer workstations these problems can be avoided.

You will find an exercise showing how to adjust a chair on pages 24-25 in the Ergonomics chapter of the Grade 9-10 edition of *Live Safe! Work Smart!* The Grade 11-12 Ergonomics chapter has more detailed instructions on pages 35-37 and a handout on office ergonomics. Some of this material will be appropriate for your students, but if you need to take a more basic approach the activities below will raise awareness of office hazards and the importance of computer workstation ergonomics.

Suggested Activities

1. Adjusting your office chair

Measure the difference in height between two students in the class, one who is shorter and the other taller. Obtain an adjustable chair. Adjust the height so the taller person is comfortable, with their thighs parallel to the floor and feet flat on the floor. Have the taller person and the shorter person each sit in the chair. Discuss the difference.

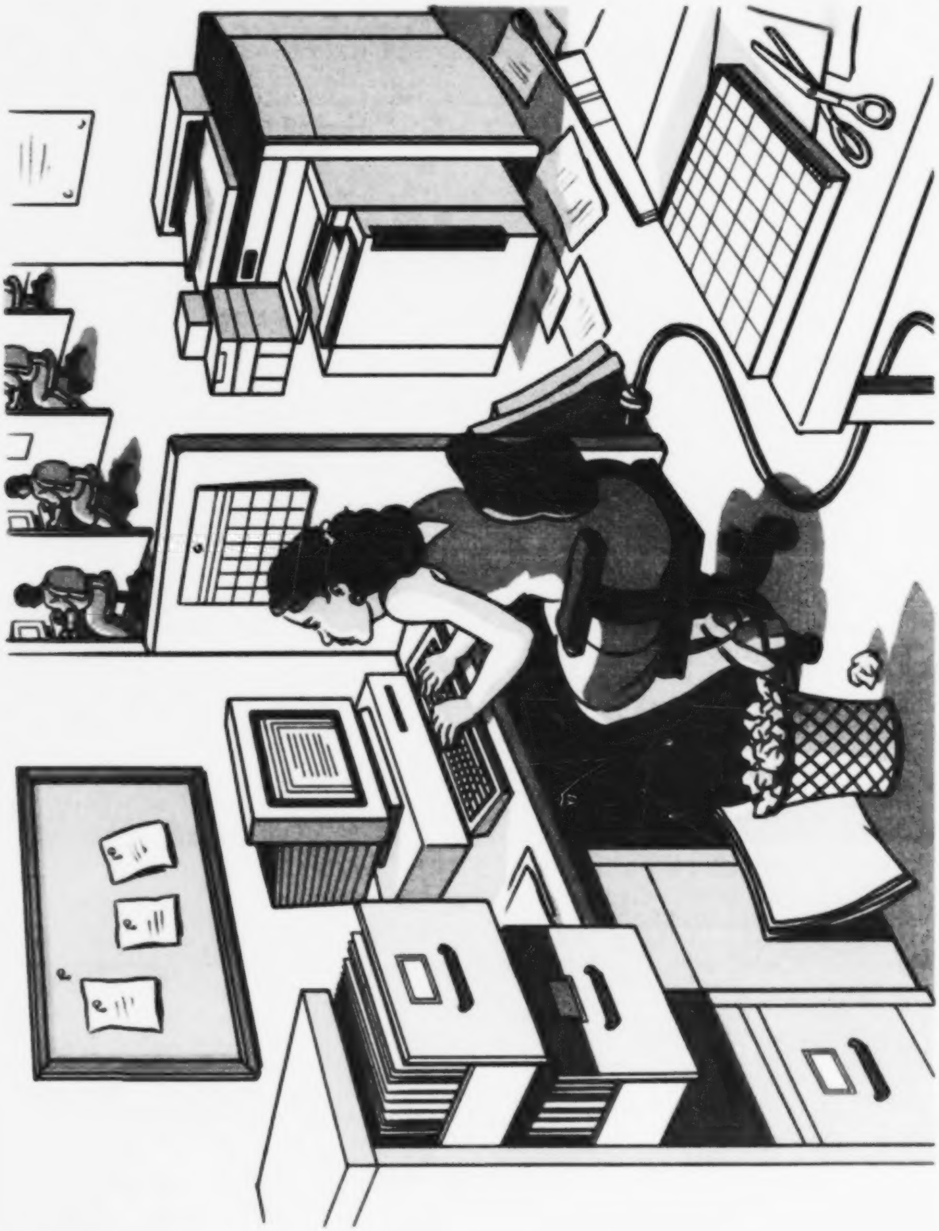
Adjust the chair for the shorter person and have each student sit in it. Discuss the difference.

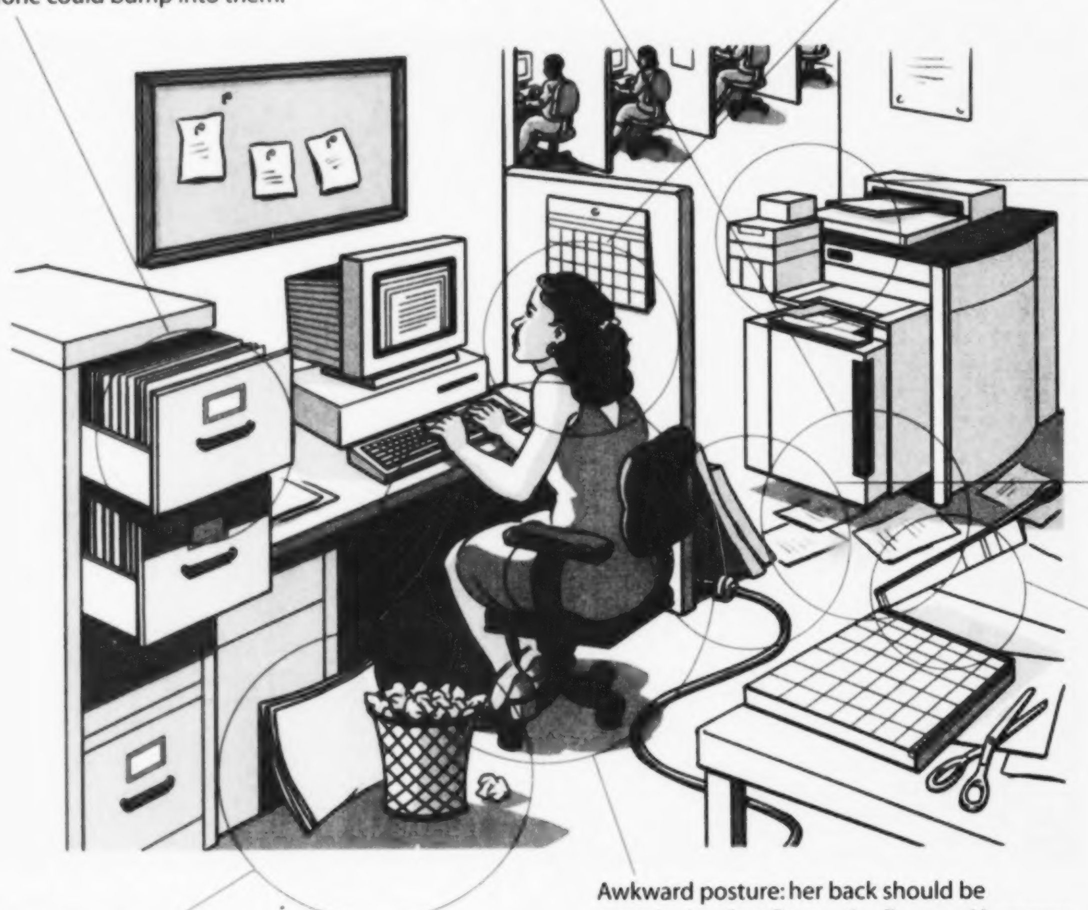
Explain that it is important to learn how to adjust what they can so that their needs are met.

2. Find the office hazards

Offices can be more dangerous places than your students might think. Hand out the picture on page 139 and ask your students to identify as many hazards in the messy office as they can. Discuss what they find in class.

A picture with the office hazards circled and labelled is on page 140 for your information.





The file cabinet could fall forward because the drawers were left open or someone could bump into them.

Someone could slip on the paper on the floor.

Poor posture: her head should not be tilted upward. Her head should be straight.

Boxes could fall off the copier.

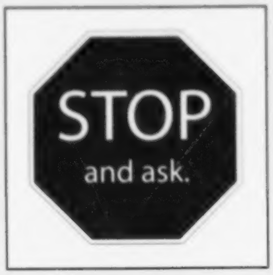
Someone could trip on the cord and parcels that are on the floor.

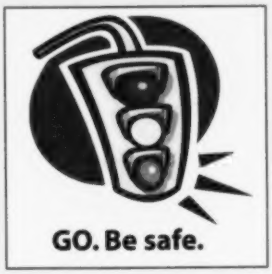
Blade on the paper cutter could cut someone.

Awkward posture: her back should be straight, her feet flat on the floor and her arms should be supported by the armrests and parallel to the desktop.

She could trip on the wastebasket and garbage on the floor.

Source: *Work Safe!* University of California at Berkeley





Lesson summary: "STOP and ask." or "GO. Be safe."

Use the "STOP and ask. / GO. Be safe." master provided on pages 17 and 18 to make handouts for your students. Ask students to hold up either their "STOP and ask." or "GO. Be safe." signs when you describe the scenarios below. Alternatively, you could have students call out "STOP and ask." or "GO. Be safe." when you describe the scenarios.

Your back hurts from lifting boxes. (*STOP and ask.*)

The boxes you are asked to lift are too heavy for you. (*STOP and ask.*)

You have to carry heavy bags a long distance and your arms hurt. (*STOP and ask.*)

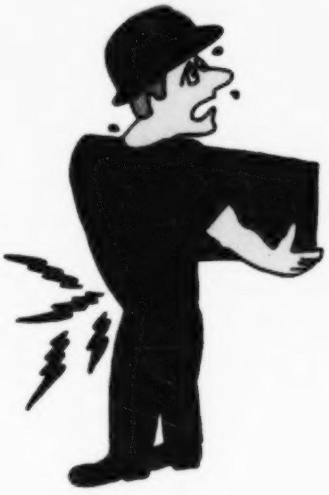
You've been given a shopping cart to use to move small boxes from one end of the store to the other. (*GO. Be safe.*)

There is supposed to be someone to help you move a large box and they aren't there to help you. (*STOP and ask.*)

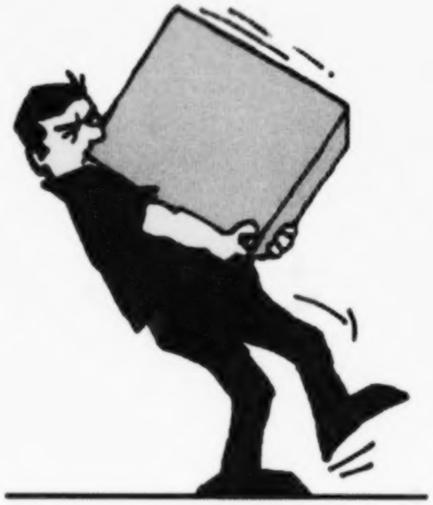
Overhead Masters

Lesson 5: Avoiding Strains and Sprains from Work

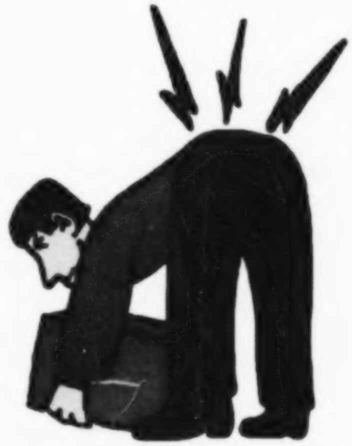
It can hurt if you...



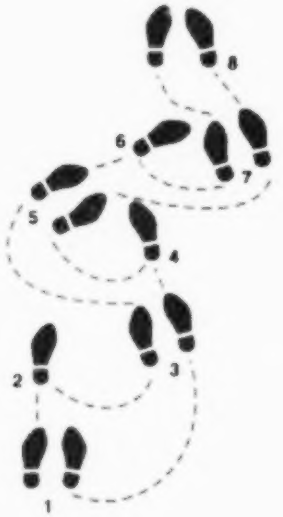
twist



carry heavy objects

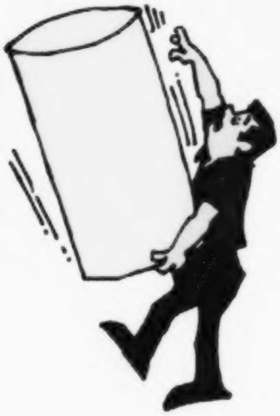


bend



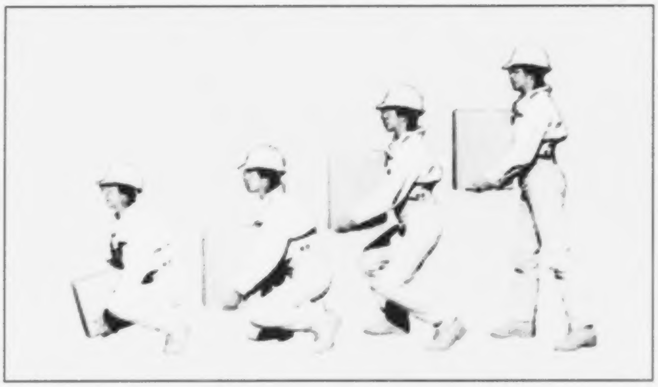
carry objects a long way

Before you lift something... think!



- Is it heavy?
- Is it hard to hold?
- Can I make it lighter?
- Do I need help?
- Do I have to use stairs or walk through narrow hallways?
- Can I use a cart?

How to lift safely



If something isn't too big or heavy, and you can lift it, here's how to do it:

- Reach down for the object, bending your knees
- Raise the object to be lifted
- Put one knee against the object
- Pull the object up
- Stand up using your legs to lift, keeping your back straight
- Always keep your back straight
- Always carry the object as close to your body as possible.

Lesson 6: Safety Gear Teacher's Guide

Personal protective equipment (PPE) protects our bodies from inhaling, ingesting or absorbing hazardous substances. It can also protect us from puncture wounds or contact with hot, sharp or otherwise dangerous materials. Gloves, safety glasses, respirators, masks and impervious clothing are common types of PPE. In many workplaces in the construction and manufacturing industries, hard hats and safety boots must be worn at all times to protect against injury from physical hazards, such as falling items or sharp objects.

In workplaces where exposure to biological or chemical hazards is a concern, personal protective equipment is considered to be the "last line of defense." It is not acceptable to simply provide workers with respirators when steps can be taken to reduce or eliminate the source of potential exposure. PPE is often used in conjunction with safe work practices, on an interim basis when other controls are being put in place, during repair work, when other controls cannot be used, or during emergencies.

No matter where students work, even if they are working as cooks, gardeners, or gathering grocery carts at a supermarket, they must be adequately protected from hazards in their surroundings. The use of personal protective equipment is one method of providing that safety factor. It is the worker's responsibility to wear the required safety gear and to notify management if the equipment has defects or doesn't fit properly. If, for example, safety glasses fit loosely around a worker's nose and can slip off, the problem should be reported and the glasses immediately replaced with a pair that will stay in place to prevent objects or liquids from getting in the worker's eyes.

Employers must make provisions for safety equipment, which in most cases means they will supply it, but that doesn't prevent them from asking workers to buy and wear safety equipment to work (the best example being safety footwear). Employers also must provide information, instruction and training to protect the safety of a worker, which includes training in the proper use of protective equipment.

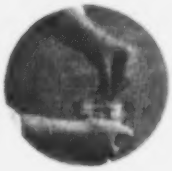
Common types of personal protective equipment

- Head protection
- Footwear
- Protective clothing
- Breathing protection
- Eye protection
- Protection for hands
- Hearing protection

Rules for proper use of personal protective equipment

1. The type of protection must be appropriate for the hazard the worker is exposed to.
2. The PPE must not create a hazard. It must fit properly and not interfere with the worker's movements in performing job tasks. For example, gloves must not be so big that a worker drops things.
3. One type of PPE cannot interfere with another. For example, a dust mask must not keep eye protection from fitting properly.
4. PPE does not work if it's damaged. Workers need to check their protective equipment before use to make sure it's in good condition.

A note about latex allergies



Some protective equipment, especially disposable gloves used as a barrier to protect against contact with a biological agent, may contain latex. Some people develop allergies to latex. Latex gloves are often used in health care, food handling, first aid, and in laboratories.

Allergic reactions can cause immediate or delayed symptoms – from rashes, or skin irritation, to more severe reactions such as swelling and difficulty in breathing. If a latex allergy is diagnosed or suspected, a substitute such as neoprene, nitrile or tactylon gloves can be used. Other steps can be taken, such as using good quality gloves that are non-powdered (since powder spreads latex proteins into the air) or, in extreme cases, asking to be assigned to a latex-free work area. If workers suspect they may have a latex allergy, they should get medical attention and inform the employer.

Teacher's Note

The lesson that follows is a basic guide to protective equipment most commonly used in Ontario workplaces. Advanced lessons, overheads and materials can be found in:

- *Live Safe! Work Smart!* Grade 9/10 edition in the Chemical Hazards chapter on pages 16 and 34-35, and in the Physical Hazards chapter on pages 20-21.
- *Live Safe! Work Smart!* Grade 11/12 edition in the Biological and Chemical Hazards chapter on pages 15-22 and 69-70, and in the Physical Hazards chapter on page 19.

Teacher's Note

This section includes lessons on each type of safety gear. You might want to teach only the lessons pertaining to gear your students are most likely to use.

Overhead **Lesson Notes**

You may have seen people wearing safety gear like hard hats, safety boots and gloves. In sports, people wear helmets, face shields, gloves, knee pads and shoulder pads. Whether at work or in sports, there are some general things you need to know about safety gear:

- It only works when it is worn.
- It will only work if it fits properly.
- It must be clean and in good shape.
- Workers must be trained how to use and look after it.
- To protect you it must be the right kind of safety gear for the activity you are doing.

Suggested Activity

Identifying types of safety gear

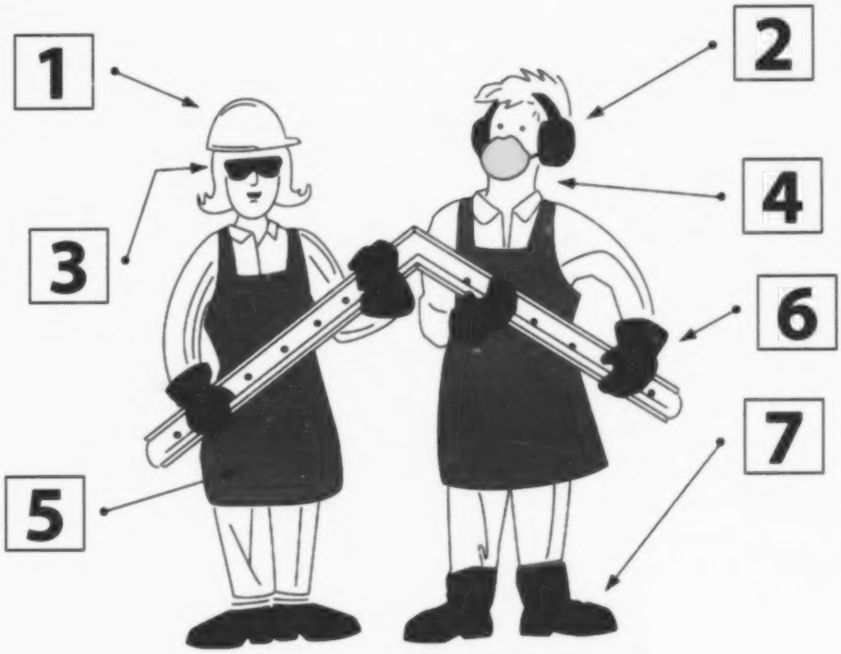
Your students will encounter different types of safety gear in the jobs that they have as co-op students and in the jobs they take on when out of school. This exercise will help you determine how much knowledge the students have about safety gear before you begin detailed lessons about specific types of equipment.

Ideas for using the exercise on page 150:

- Make an overhead from the exercise, project it and point to the various types of gear, asking students to identify them.
- Copy and hand out the exercise and have students match the names of the safety gear to where the gear appears on the people in the picture. They will need to identify each piece of safety gear and then find the name of the equipment at the bottom of the page, putting the appropriate number in the box next to the name.

Answers: *1: hard hat 2: hearing protection 3: safety glasses 4: dust mask 5: apron 6: gloves 7: safety footwear*

Can you identify the safety gear?



☐ Hard hat

☐ Apron

☐ Dust mask

☐ Gloves

☐ Hearing protection

☐ Safety footwear

☐ Safety glasses

Bright Ideas!

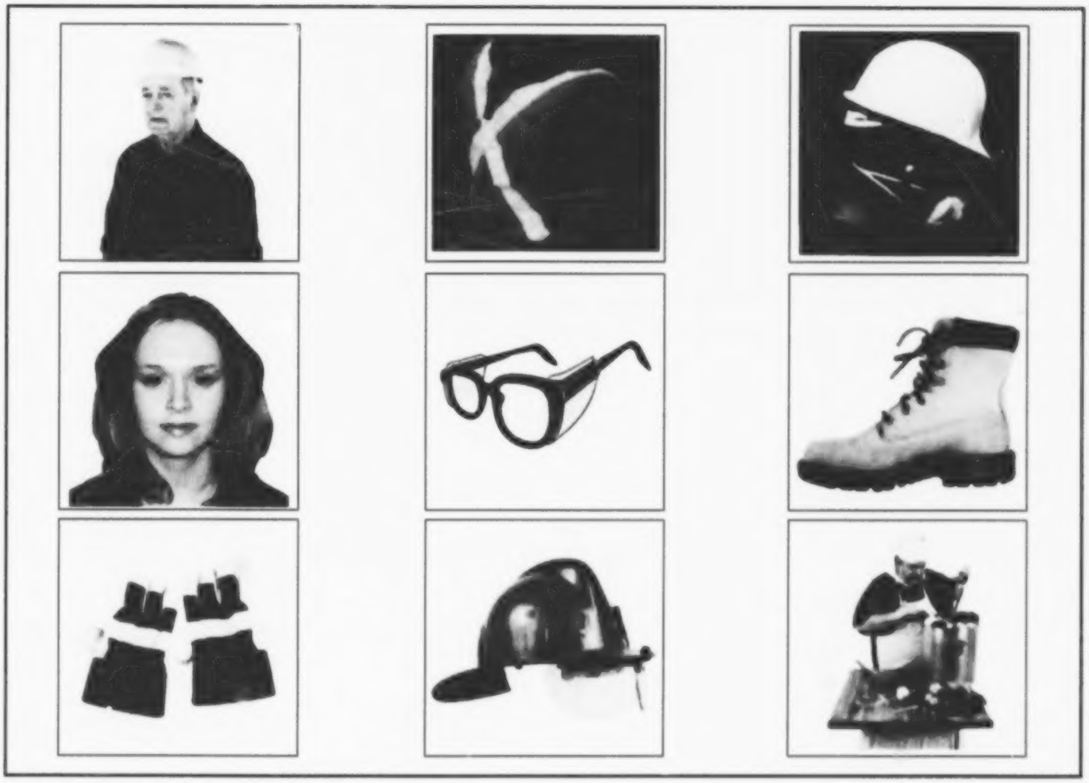
1. Safety Gear Fashion Show

Recruit local companies that you've worked with, safety equipment suppliers, technical education teachers, friends or relatives who have safety gear to help you put together a box of safety gear for your class. There's no better way for your students to get to know safety equipment than to try it on to get the feel of it and to practice doing it up and adjusting it so they **know** how it's supposed to fit before needing to use it at work. Get a few hard hats, pairs of safety glasses, goggles, safety vests, disposable ear plugs (one pair per person), ear muffs, gloves or whatever you can gather. Why not have a safety "fashion show" to have the students wear the equipment and describe it to the rest of the class!

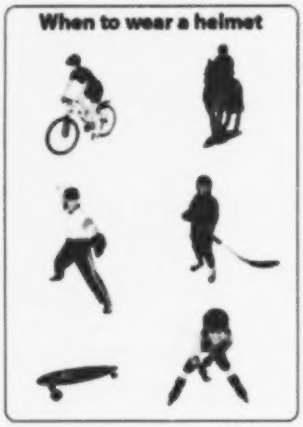
2. Neighbourhood Safety Gear Hunt

On your next outing as a group, or as an exercise for students to do on their own, have them note different types of safety gear they see being worn in their community. This can be done in a verbal report, or perhaps a "bingo" card could be created so students can mark off the safety gear they observe.

It's easy to spot construction workers wearing hard hats and hearing protection, workers wearing reflective vests while directing traffic or firefighters wearing protective clothing and hats. Below is a bingo card for your use.



Head protection


When to wear a helmet

There are many activities you should wear a helmet to do:

- bike riding
- horseback riding
- playing baseball (when you're at bat)
- playing hockey
- skateboarding
- inline skating

Suggested Activity
Ask students to add more examples where they may have worn a helmet.

In sports we wear helmets to protect our heads where there is a chance that we might bang them or be hit by something. In hockey, we could be hit in the head by a puck or a stick. In baseball the ball itself could hit us in the head, especially when we're up-to-bat. Bike riders, skateboarders and horseback riders could fall and bang their heads.

At work, the same thing can happen. Workers must wear hard hats when they might bang their heads or be hit by something.

What kind of jobs may require some sort of protection for our heads?

Hard hats
Look for this symbol

- Construction, where things could fall from overhead.
- In meat shops butchers wear bump caps to protect them if they bump into sharp objects.
- Working around machinery where you could get long hair tangled in machinery. Tie hair back or use a hair net.

Suggested Activity
Ask students to add more examples where they have seen workers with hard hats.

When you wear a hard hat or cap, adjust it so it fits snugly, using the adjustment band inside the hat. If the hat makes red marks on your head it's probably too tight. If it slips around it's too loose.

Do not put stickers on your hard hat. They might hide cracks that show the hat is worn out.

Ask your supervisor for help if you are unsure about when to wear head protection, what kind is needed or how to make it fit.

Bright Ideas!

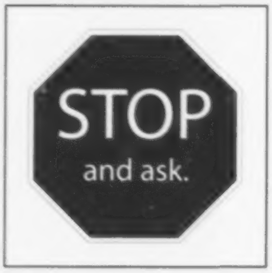
Reinforcing the importance of head protection

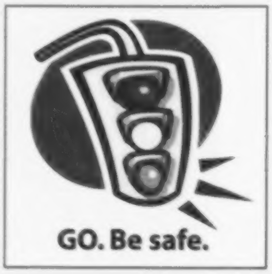
1. To demonstrate the kind of protection a helmet can give, take a cantaloupe or melon and place it securely inside a helmet (a bike helmet actually works best because the straps hold the melon in the helmet – or you might tape it in a helmet without a strap). Drop it on the floor. The melon should remain intact.

Remove the melon from the helmet and drop the melon on the floor. (Put a sheet of plastic down first!) It should smash. This vividly demonstrates the difference between wearing a helmet and not wearing one when you strike your head hard enough. *Wearing a helmet can save your life.*

2. Obtain a hard hat. Show the students how to adjust it using the adjustment strap on the inside of the hat. Let them adjust the hat for themselves and try it on to see how it feels when it is adjusted properly. It should fit securely on a student's head without slipping because it's too loose or leaving marks because it's too tight. Talk about not using a hat that is is dirty, cracked or has straps on the inside that are broken.

Have students look for the Canadian Standards Association symbol. This shows that a hard hat has met Canadian safety standards and should have the features you need to be safe.





Lesson summary: "STOP and ask." or "GO, Be safe."

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Your supervisor says you have to wear a hard hat and you have yours on. (*GO. Be safe.*)

Your hard hat has a crack in it. (*STOP and ask.*)

Your hard hat is too tight around your head. (*STOP and ask.*)

You've been trained how to wear your hard hat. (*GO. Be safe.*)

You are riding on the back of a motorcycle without a helmet. (*STOP and ask.*)

Eye protection

When to wear eye protection

You may already use eye protection if you swim, ski or snowboard, or if you take science and have classes in a lab. Swimming or ski goggles keep the water or snow out of your eyes. You might see your parents wearing safety glasses when they trim the grass or use a saw.

At work, you need to wear eye protection anytime there is a chance you could get dust or dirt in your eyes or liquids could splash in them.

You would wear eye protection:

- in factories
- around power tools like saws or grinders
- when using weedeaters
- around lawn mowers
- around chemicals that might splash up in your face.

Suggested Activity

Ask students to list jobs where they think eye protection is needed. Where have they worn eye protection?

Eye protection comes in several forms for different purposes:

- Glasses are worn where objects could fly into your eyes.
- Goggles are worn where liquids can splash in your eyes.
- Full face shields and eye protection are used when there is a good chance that large amounts of liquids could splash on your face or objects could fly into your face.

Types of eye protection

Goggles

Glasses with side shields

Full face shield

Eye protection may also come with tinted lenses that will protect your eyes from the sun.

Safety glasses are not like ordinary glasses. The lenses and frames are made from special materials that are stronger than those used for regular glasses and will protect you if something hits them. Safety glasses often wrap around your face so things can't get in from the side.

It is important that eye protection fit properly or it will slip and slide and you won't want to wear it. In addition, it may not protect you properly if it doesn't fit.

Eye protection should be cleaned daily. Keep glasses in the case when they are not being worn.

Tell the supervisor if they are scratched, pitted, broken, bent or do not fit. You might not be able to see as well through damaged glasses or goggles.

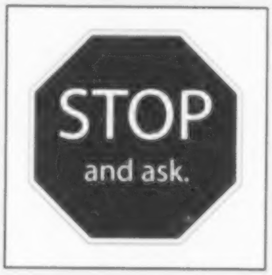
Suggested Activities

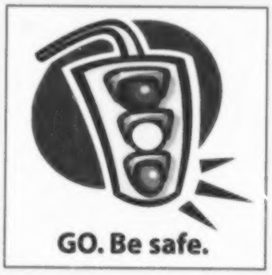
1. Gather some samples of different types of eye protection. Dollar stores are a good place to find samples of eye protection for demonstration purposes. Discuss when you would wear each type. Encourage students to try them on. Have them practice cleaning them following the manufacturer's instructions.

Have students look for the CSA symbol – this tells you the eye protection has passed tests to show it will work.

2. Use the exercise "Match the eye protection with the hazard" that appears on the next page as an activity the class can do together. Make an overhead of it or copy it and hand it out as an individual exercise to reinforce this lesson.

Answers: *A: 3 B: 1 C: 2*





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Your supervisor tells you to wear safety glasses but you can't find yours. (*STOP and ask.*)

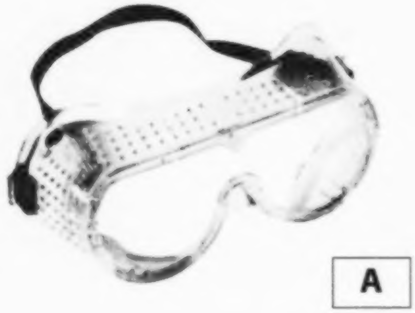
Your safety glasses are clean and have no scratches and you can see well through them. (*GO. Be safe.*)

One of the arms is broken off your safety glasses. (*STOP and ask.*)

You are asked to run a machine, but nobody has told you if you need safety glasses to do that. (*STOP and ask.*)

You are wearing your eye protection and it fits properly. (*GO. Be safe.*)

Match the eye protection with the hazard



A

1. Small particles can get in your eyes.

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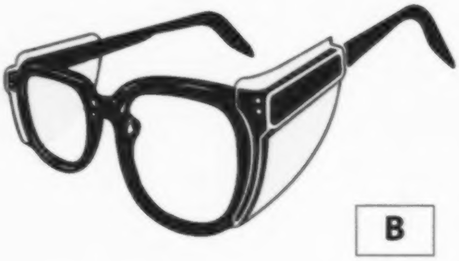

B

2. Lots of liquids or materials can fly in your face.

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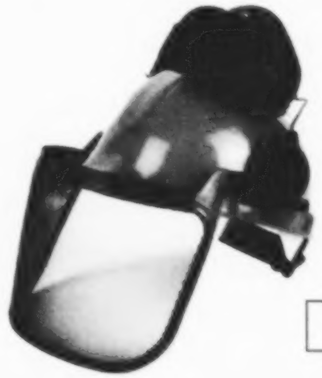

C

3. Liquids can splash in your eyes.

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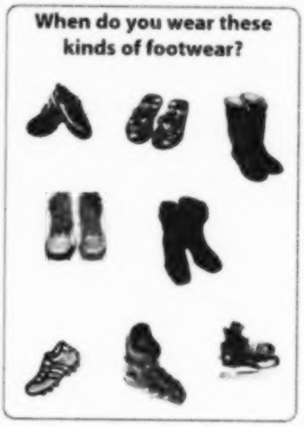
Overhead **Lesson Notes**

Foot protection


When do you wear these kinds of footwear?

Think about the collection of shoes and boots that you have at home. Name some of the different types and when you would use them:

- running shoes for sports
- sandals for hot weather or going to the beach
- boots for rainy weather
- hiking boots for walking on wet or uneven ground
- boots for cold and snow
- soccer shoes for running on wet grass and playing soccer
- ski or snowboarding boots for skiing and snowboarding
- skates for skating

Suggested Activity

Ask students to name the different types of footwear that they have at home. When would they wear each type? What is special about each one that makes it appropriate for the times you wear it?

Each type of shoe or boot is made to protect you from something. Rain or winter boots protect you from cold and keep your feet dry, sandals are cool in hot weather and skates and ski or snowboard boots provide support and warmth in the winter.

At work your feet can be hurt in several ways:

- you can step on sharp things like nails or glass
- you can drop things on your feet
- you can slip on water spilled on the floor
- you can develop blisters or get infections from hot, sweaty footwear that doesn't fit you

If there is a chance you could step on something sharp or something could fall on your feet you should wear safety shoes or boots. They have steel covering the toes and bottom that will protect you.

Safety footwear is usually made of a material that lets some air in but is still tough. The soles of safety footwear keep you from slipping and will not absorb oils or chemicals as easily as regular footwear.

Overhead **Lesson Notes**

Safety boots and shoes

Look for the green triangle.

Look for the green triangle on safety boots or shoes. This means that this safety footwear meets the Canadian Standards Association rules for safety footwear.

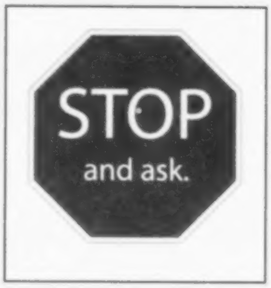
It is important to wear the right kind of footwear for the kind of work you are doing. For example:

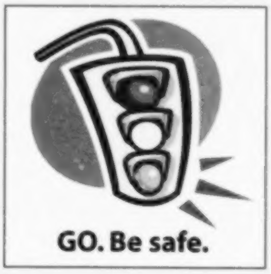
- When walking on wet or slippery floors, which you might find in restaurants and kitchens, wear running shoes with good grip on the bottom and good support.
- If things can fall on your feet and crush them, as on construction sites or in some factories, wear steel-toed safety shoes or boots.
- When working outdoors on wet grass and uneven ground, wear hiking boots with good grip on the bottom and ankle support.
- When working around powered equipment like lawnmowers in landscaping, wear steel-toed safety boots.
- When working with animals wear running shoes with good grip and support.

Do not wear sandals if you're working in a kitchen or factory, or around machinery. They will not protect your feet, and they allow dirt and germs to get on your skin. They do not provide much support and you'll be more likely to trip and fall when you're wearing them.

Suggested Activities

Have students kick a ball while wearing only socks, while wearing running shoes and while wearing steel-toed shoes or boots. Ask them to describe the difference in how their toes felt when wearing each type of footwear.





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You are required to wear steel-toed shoes. You have them on and they are laced up properly. (*GO. Be safe.*)

You forget and come to work in the warehouse with sandals on. (*STOP and ask.*)

Your job is to play games with young children in the gymnasium. You are wearing running shoes. (*GO. Be safe.*)

You aren't sure if you need to wear special footwear for work. (*STOP and ask.*)

Your construction work boots came with a green patch on them to show that they have steel toes. (*GO. Be safe.*)

Overhead **Lesson Notes**

Hand Protection

There are many kinds of gloves that we wear when doing different activities to protect our hands:

- winter gloves and mitts protect from cold
- oven mitts protect from heat
- garden gloves protect from blisters when raking
- rubber gloves protect from hot water when doing dishes
- your doctor or dentist probably wears medical gloves to prevent the spread of germs

Suggested Activity

Ask students to name the different types of gloves that they have at home or have seen others using. When would each type be worn? What is special about each one that makes it appropriate for certain situations?

At work hands can be hurt in many ways. Here are some examples:

- cuts and scrapes from working with sharp objects like knives and around surfaces with sharp edges
- bruises from banging into things
- blisters from using a rake or shovel
- rashes and skin problems from working with chemicals
- crush injuries from being pinched in between things
- burns from hot stoves or hot oil in a fryer
- stiffness from working in freezers and even frostbite from working outside in the cold
- germs and bacteria on your hands can get into your mouth and make you sick

The most common way to protect your hands at work is to wear gloves. There are many types of gloves for different purposes. Wear the right glove for the job and gloves that fit.

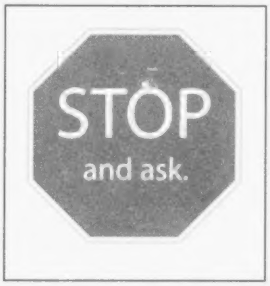
Bright Idea!

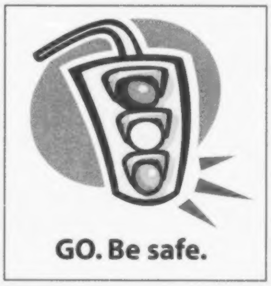
Get a grip on hand protection

If you are teaching blind students or those who will benefit from touching the gloves to understand the difference in materials and properties, gather up several different types of gloves. You can bring some from home or search around: there are a lot of different types available in a dollar store. We picked up heavy rubber gloves, yellow "dishwashing" gloves, work gloves with rubber for a better grip, "suede" work gloves for rough work, an oven mitt, winter gloves, gardening gloves, surgical-type gloves and others for a looney each! When students can try on the gloves or feel the features of each type of glove, they will better understand the properties that protect our hands in different circumstances.

Suggested Activities

Project the following page as an overhead or photocopy it and hand it out. In either case, have the students match the gloves with where they should be worn. You could also have them cut out the gloves and paste them next to the picture of where they should be worn. ***Answers:*** *1: b 2: g 3: e 4: f 5: c 6: h 7: d 8: a*





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You are getting little cuts on your hands. (*STOP and ask.*)

Your hands are very cold because your job requires you to work taking items in and out of a large freezer. (*STOP and ask.*)

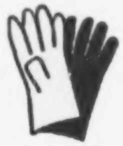
You are wearing "rubber gloves" while carrying blood samples while helping out in the hospital. (*GO. Be safe,*)

Your gloves fit properly and your hands are protected from cuts. (*GO. Be safe.*)

Your supervisor gave you gloves to wear while you work, but now they have a hole in them. (*STOP and ask.*)

Match the glove to the place you would wear it.

What is special about each type of glove that helps it protect you?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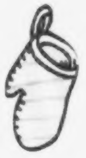
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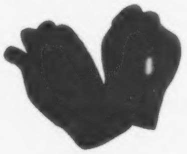
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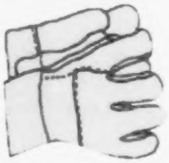
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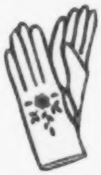
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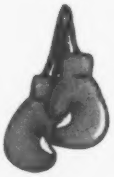
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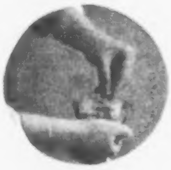
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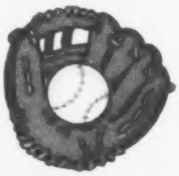
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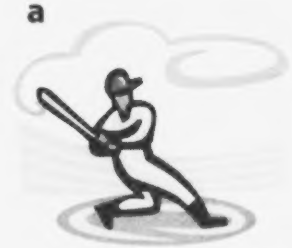
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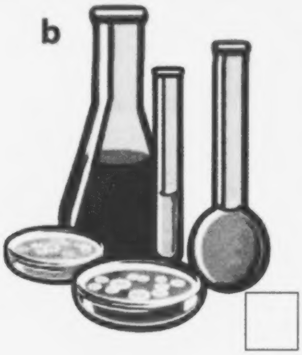
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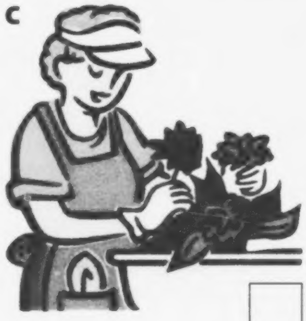
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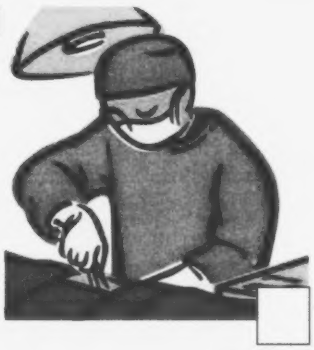
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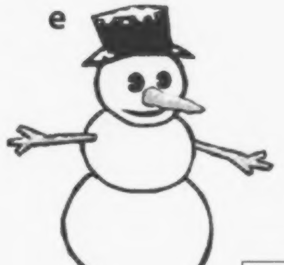
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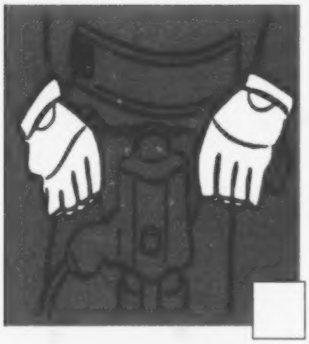
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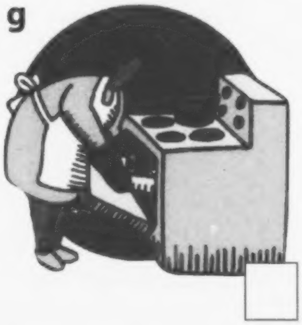
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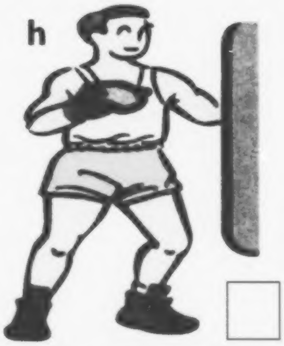
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Overhead **Lesson Notes**

Clothing

Safety vest

We wear different clothes depending on what we are doing. For example, we wear bathing suits and shorts to the beach, jeans and sweat shirts indoors in winter and coats outdoors in wet or cold weather.

What you wear to work can be much more than a fashion statement. Clothing affects comfort and health and safety. Clothing is important so you can be seen and for warmth, coolness, and protection from the sun. You must wear the right clothing for the job.

Safety vests. It is extremely important that you can be seen for jobs where there are cars or trucks driving around that could hurt you. This could happen on a construction site, or if you are in a parking lot collecting grocery carts. Wearing a safety vest is a common way of being more visible because of its orange colour and bright stripes.

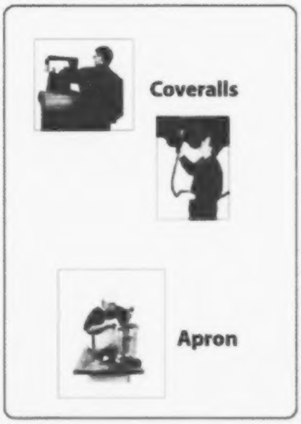
Dress to protect yourself:
from cold
from the sun

Other jobs or places where someone might wear a safety vest are:

- a police officer directing traffic or standing outside of his/her vehicle at the side of the road
- a school crossing guard
- people doing road work

Suggested Activity
Ask students to name other jobs where safety vests are worn.

Weather. When you work outside it is important to dress for the weather. You will not only be more comfortable but you will also reduce the chance of being too hot, which can make you sick, or too cold, which can use up energy from shivering and even give you frostbite.



Don't forget about sun protection – wear long sleeves and a hat. Use sunscreen on bare skin.

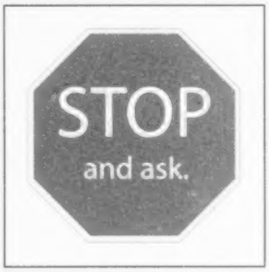
Coveralls are usually one piece with long sleeves and long pants. They are worn over your regular clothes. Coveralls can be made of heavy cotton so they can be washed and worn again. They may be made of special paper and thrown away after being used.

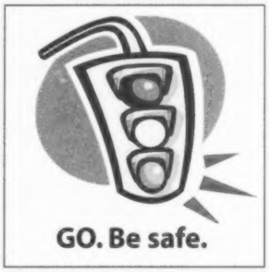
Overhead **Lesson Notes**

In some places coveralls are worn to keep the work area extra clean, for example in labs and kitchens.

Aprons can be worn to protect from splashes of hot liquids or grease.

Life jackets. Wear a life jacket if you are working around deep water.





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Your supervisor says you have to wear a traffic vest when you're outside gathering the grocery carts in the parking lot and you have yours on. (*GO. Be safe.*)

Your rubber apron is torn. (*STOP and ask.*)

Your coveralls are too tight and are hurting you when you move. (*STOP and ask.*)

You've been trained and know how to wear a safety vest. (*GO. Be safe.*)

You are working outside where there are cars and one comes close to hitting you because the driver couldn't see you very well. (*STOP and ask – you probably need a safety vest and to ask your supervisor about rules for working around traffic.*)

Overhead **Lesson Notes**

Hearing protection

When have you heard loud sounds? You might have heard them:

- at fireworks displays
- at a music concert
- on your stereo or personal CD player
- when people are yelling
- around big trucks and construction equipment like jackhammers
- near lawnmowers

Suggested Activity

Ask students to name some times when they have heard loud noise. How did it make them feel?

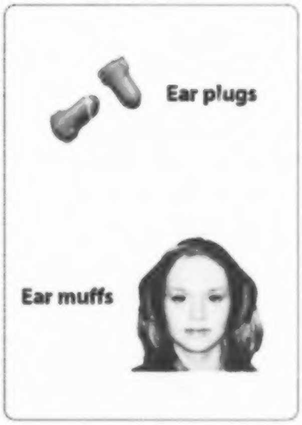
How did it make you feel? Did you get a headache? Did it hurt your ears and make you want to put your hands over them or leave the area? Did your ears ring?

You can tell if you are around loud noise if:

- people have to raise their voices to be heard
- you get ringing in your ears when it's quiet again
- you have to turn the volume up on the radio after being around the noise
- you get headaches, or are grouchy after being around the noise

If the noise goes on for a long time, your hearing will get worse and it might not get better.

At work, people wear hearing protection when it is noisy to save their hearing. There are two main types of hearing protection:



- Ear plugs made of foam that go just inside your ear canal.

  To insert them:

  1. With clean hands, hold an ear plug between thumb and forefinger. Roll and compress the entire ear plug into a cylinder.
  2. Reach your hand over your head and gently pull your ear upward and outward. Insert the ear plug into the ear canal until the ear plug expands. *Never* share ear plugs with a friend or push them far into your ears.

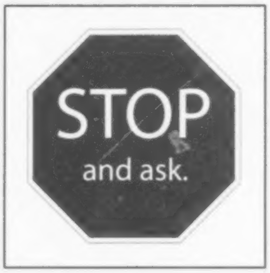
- Ear muffs – are worn over the ears like personal stereo headphones.

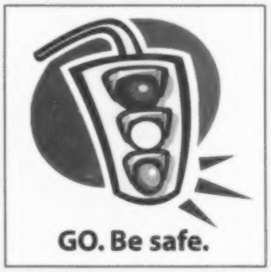
Make sure your hearing protection is clean and not torn or broken. Use new ear plugs each time if they are the throw away type. Wash ear muffs with warm soapy water to keep them clean and store them in a plastic bag that closes tightly.

Suggested Activities

1. Bring a radio into the classroom. Divide students into teams of two or three. Turn the radio on at a low volume. Ask them to talk to each other, then turn the volume up and ask them to keep talking in a normal voice. After that, ask them to speak so they can actually hear each other. Discuss the difference.
2. Bring samples of ear plugs and noise reduction ear muffs into the classroom. Show students how to use them. Let them try them on, then turn the radio to a low volume and then to a high volume. Discuss the difference in how it sounded.

Note: If you are using disposable ear plugs, make sure students understand that they must not wear them twice or wear a pair that someone else has already used. They should throw them in the garbage after the first use.





Lesson summary: "STOP and ask." or "GO. Be safe."

Use the "STOP and ask. / GO. Be safe." master provided on pages 17 and 18 to make handouts for your students. Ask students to hold up either their "STOP and ask." or "GO. Be safe" signs when you describe the scenarios below. Alternatively, you could have students call out "STOP and ask." or "GO. Be safe." when you describe the scenarios.

You can't hear your supervisor talk because there is too much noise in the area. (*STOP and ask.*)

You have lost one of your two ear plugs. (*STOP and ask.*)

You're not sure how to wear your hearing protection. (*STOP and ask.*)

You've been trained and know how to put your hearing protection in properly. (*GO. Be safe.*)

You are required to wear hearing protection but you're not wearing yours because you're not sure where you left it. (*STOP and ask.*)

Teacher's Note

Jobs that require breathing protection in the form of a self-contained breathing apparatus or air purifying chemical cartridge respirators involve significant hazards and are likely not suitable for your students.

This lesson does not cover this level of hazard. Some information can be found on pages 16-18 of the Biological and Chemical Hazards chapter in *Live Safe! Work Smart!* Grade 11-12.

Overhead	**Lesson Notes**

Breathing protection

Dust mask

When you go to the doctor or dentist you may notice that he or she wears a mask. This is to protect the doctor or dentist from your germs and to protect you from theirs. You may have noticed someone cutting wood wearing a mask to keep the wood dust out of their nose and mouth.

At work you may be asked to wear a mask if dust or germs are in the air. These paper masks keep you from breathing in dust or germs. They are usually meant to be thrown in the garbage after use. The mask should cover your mouth and nose. It may have a small metal strip that you pinch to make the mask fit snugly over your nose.

STOP
and ask.

GO. Be safe.

Lesson summary: "STOP and ask." or "GO. Be safe."

Use the "STOP and ask. / GO. Be safe." master provided on pages 17 and 18 to make handouts for your students. Ask students to hold up either their "STOP and ask." or "GO. Be safe" signs when you describe the scenarios below. Alternatively, you could have students call out "STOP and ask." or "GO. Be safe" when you describe the scenarios.

You keep coughing because there's a lot of dust in the air. (*STOP and ask.*)

Your dust mask is torn. (*STOP and ask.*)

The elastic strap at the back of the mask is too loose and the mask keeps slipping down. (*STOP and ask.*)

You've been trained to use a dust mask and know how to wear it properly. (*GO. Be safe.*)

The dust mask you've been given is dirty and it looks like someone else may have already worn it. (*STOP and ask.*)

Overhead Masters

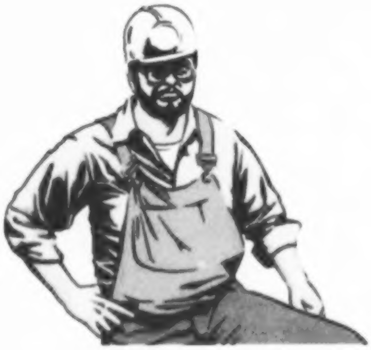
Lesson 6: Safety Gear

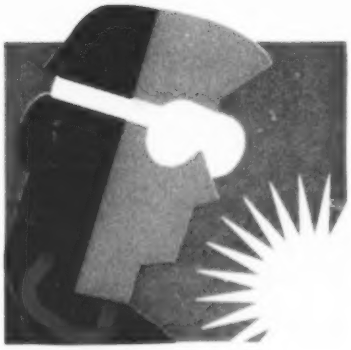
When to wear a helmet

Hard hats

Look for this symbol

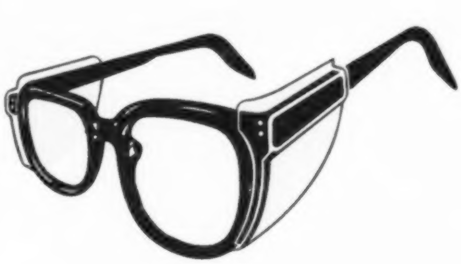
When to wear eye protection





Types of eye protection

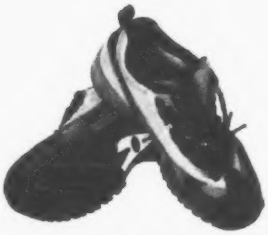
Goggles

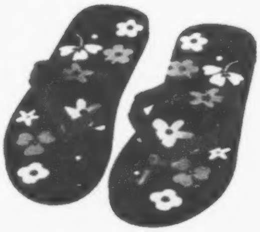


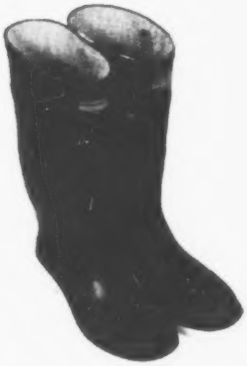
Glasses with side shields

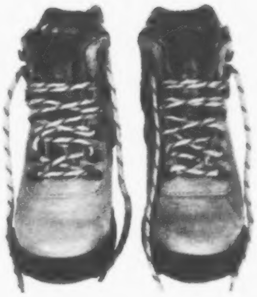
Full face shield

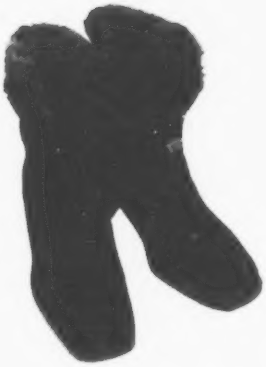
When do you wear these kinds of footwear?

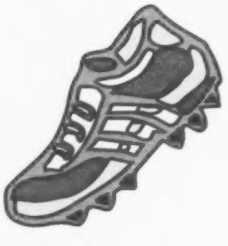


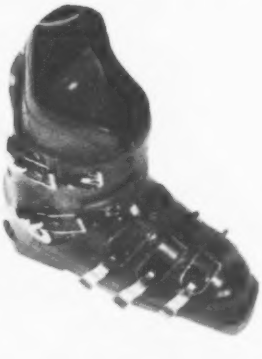


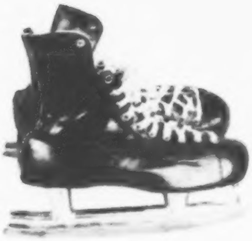




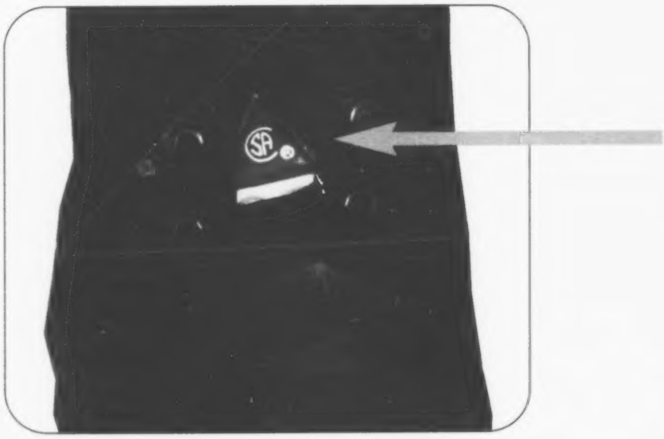






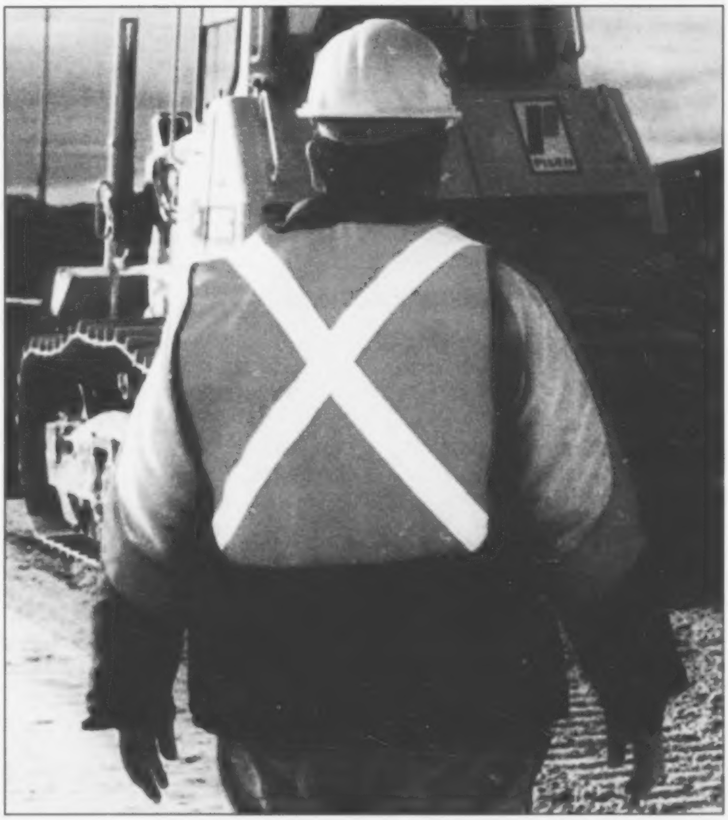


Safety boots and shoes



Look for the green triangle.

Safety vest



Source: Construction Safety Association of Ontario

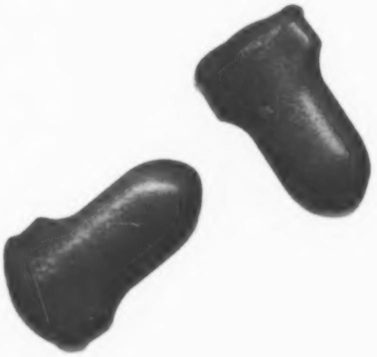
Dress to protect yourself:

from cold

from the sun

Coveralls

Apron



Ear plugs

Ear muffs

Dust mask

Source: Construction Safety Association of Ontario

Lesson 7: Stress on the Job: Banishing the bullies

Teacher's Guide

Stress is the harmful physical and emotional response that can happen when there is a conflict between demands on a person and the amount of control the person has over meeting these demands. In general, the combination of high demands in a job (or any situation) and a low amount of control over the situation can lead to stress. Stress can develop from many sources or result from one single event such as witnessing a car accident.

Three sources of stress in the workplace are:

- Job demands, such as too much work without the permission to make needed decisions.
- Harassment, which is offensive, belittling or threatening behaviour directed at an individual worker or group of workers. Being the subject of any type of harassment can be extremely stressful.
- Violent acts, or situations where there is even the threat of a violent act, which place workers on constant guard and raise stress levels.

Impact on health

Stress sets off an alarm in the brain, which responds by preparing the body for defensive action. The nervous system is aroused and hormones are released to sharpen the senses, quicken the pulse, deepen respiration and tense the muscles. This response (sometimes called "fight or flight response") is important because it helps us defend against threatening situations. The response is pre-programmed biologically. Everyone responds in much the same way regardless of whether the stressful situation is at work or at home.

Short-lived or infrequent episodes of stress pose little risk. But when stressful situations go unresolved, the body is kept in a constant state of activation, which increases wear and tear to biological systems. Ultimately, fatigue or damage results and the ability of the body to repair and defend itself can become seriously compromised. As a result, the risk of injury or disease escalates.

The best prevention is to recognize the signs of stress. There are many different signs and symptoms that can indicate when someone is having difficulty coping with the amount of stress they are experiencing. Remember that not all signs will show up at the same time.

Physical: headaches, grinding teeth, chest pain, shortness of breath, pounding heart, muscle aches, stomach problems, increased sweating, always feeling tired, or can't sleep.

Psychosocial: anxious, irritable, sad, defensive, angry, moody, hypersensitive, depressive, as though thoughts are slow or racing, feeling helpless, hopeless, or trapped.

Behavioural: impatient, quick to argue, reclusive, irresponsible, prone to overeating or appetite loss, putting things off, heavy smoking, drinking or drug use, or poor personal hygiene (poor appearance, etc.).

What can be done about job stress?

The best approach is to identify stressful aspects of work such as excessive workload, or conflicting expectations, harassment, or the threat of violence and design strategies to reduce or eliminate the cause at the source. The following are features of jobs that employees should look for to minimize stress:

- The workload is in line with their capabilities and resources.
- The job should mean something to them or they should understand the value of their efforts — it should be stimulating and give employees a chance to use their skills.
- Employees should clearly understand their roles and responsibilities.
- Employees should have an opportunity to participate in decisions and actions affecting their jobs.
- An employee should feel safe and secure at work and should have reasonable information and expectations about the future opportunities from a job.
- There should be a chance for employees to interact with others.
- Work schedules should be compatible with demands and responsibilities outside the job.

Inappropriate behaviour

Most people think of violence as a physical assault or attack, but it is a much broader problem. It is any act in which a person is abused, threatened, intimidated or assaulted. These incidents can happen anywhere, such as in the school yard, on the way home from school, at the coffee shop, or at work.

There are three broad categories of violence:

Physical – where a person or his or her property is physically harmed.

Emotional – where a person's feelings are hurt through insults and name calling.

Social – where a person is shunned and excluded from groups and events.

Acts of violence, both in daily lives and in workplaces, can come in many forms. These include:

- **Threatening behaviour:** such as shaking fists, destroying property or throwing objects.
- **Verbal or written threats:** any expression of an intent to cause harm.
- **Harassment:** any behaviour that puts down, embarrasses, humiliates, annoys, alarms or verbally abuses a person. This includes words, gestures, intimidation, bullying, or other inappropriate activities.
- **Verbal abuse:** swearing, insults or condescending language.
- **Physical attacks:** hitting, shoving, pushing or kicking.

Spreading rumours, swearing, verbal abuse, pranks, arguments, property damage, vandalism, sabotage, pushing, theft, physical assaults, psychological trauma, anger-related incidents, rape, arson and murder are all examples of violence.

If a young worker is concerned about an individual who exhibits some of the warning signs just listed, they need to **take action**. Students can get the help of teachers, parents, or someone they trust (preferably someone older).

Teacher's Note

The lesson that follows is designed to help young workers recognize and cope with the pressures of working life. The second part of the lesson deals specifically with the problem of bullying in the workplace, something students need to be prepared to deal with before they start a job.

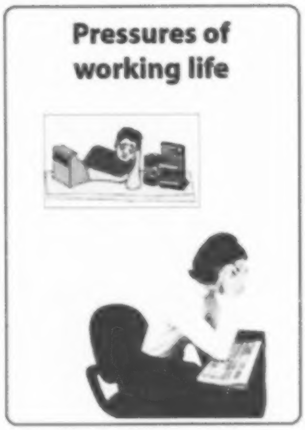
More in-depth lessons, overheads and materials dealing with job stress can be found in:

- *Live Safe! Work Smart!* Grade 9/10 edition on pages 4-8 and 27-29 of the Societal Issues module.
- *Live Safe! Work Smart!* Grade 11/12 edition on pages 14-21, in Societal Issues.

Overhead	Lesson Notes

Dealing with the pressures of working life

Do you remember feeling satisfied and happy after doing a good job on something that you thought would be hard? Were you nervous or worried before you started? Everyone is under some pressure all of the time. It can make you feel alive – swimming those laps you couldn't do before or doing well on an assignment are examples where the challenge gives you energy.



Pressures of working life

Have you ever felt anxious or nervous, not felt like eating or had a hard time sleeping when things were really busy or there was a problem you couldn't fix?

When pressure builds up and gets out of balance, it is called "stress." Stress becomes a problem when things we cannot change get out of control and cause us to worry too much and may even make us sick. Everyday life involves rushing to get to places on time, worrying about homework that isn't done yet or wondering if that sick relative is okay. These are all examples of different sources of stress that can make us sick if they last long enough.

At work this upset feeling can come from:

- working too fast or too hard because you have a lot to do in a short time
- not having enough to do and feeling bored
- not really knowing how to do the job because you were not trained or not told in a way you can understand
- being called names, being shouted at or bullied
- feeling worried about your safety because you think someone or something might hurt you
- working in dirty, smelly, crowded working conditions
- not getting enough breaks.

Early warning signs of stress include:

- headaches
- trouble sleeping
- finding it hard to concentrate

- short temper
- stomach aches
- feeling upset
- feeling depressed and tired
- not feeling like eating anymore
- feeling like eating all of the time.

Here are some things you can do for yourself that might help you feel better:

- Learn to relax. Take several deep breaths throughout the day.
- Stretch your muscles and take a walk.
- Organize what you can, decide what to do first and then do your best.
- Ask your supervisor questions – make sure you understand what you he/she expects you to do.
- Share your feelings with someone you trust. Don't keep them bottled up.
- Tell your supervisor if you don't feel safe at work. Tell him or her if you are worried about the way someone is treating you. If you can't tell your supervisor then tell your teacher or parents.
- Share a joke with a co-worker or watch a funny movie at home with some friends. Laughing is one of the easiest and best ways to reduce stress.

The bottom line is that you need balance in your life between having fun and getting work done. If either one takes over then you will likely be under stress. You want to strive for the amount of pressure that makes you feel alive, active and ready to go but that does not make you fell tired and stressed-out.

Suggested Activity

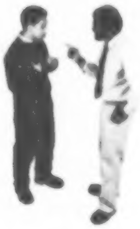
A common source of stress is not having enough time to accomplish a task. The person can be left feeling pressured, nervous, and upset when time is short and demands are high. The following exercise will help students to recognize these feelings in themselves.

Have students complete a task like doing a puzzle or sorting loose change into piles and counting it. Give them a reasonable amount of time for the task. Then ask them to do it again with half the time they needed the first time.

Discuss how they felt the first time. What was different when they didn't have enough time for the task? Brainstorm ideas about how to handle a stressful situation.

Overhead **Lesson Notes**

Is someone picking on you at work?



Bullying

What is bullying?

One of the most common things that can upset you at work is being bullied by a co-worker, supervisor or even a customer. Bullying is picking on someone else. It can happen once or can be repeated many times.

Bullying can happen anywhere. You may have seen it or even been bullied yourself in the school yard. Bigger, tougher kids picking on smaller ones, or picking on kids they think are weaker or kids who are different in some way, are common examples of bullying. Sometimes they will call them names or tell them they will beat them up after school or even throw things. Someone was probably bullying you if they:

- told untrue mean stories or rumours about you
- centred you out to make fun of you
- purposely got in your way when working
- made jokes about you that hurt your feelings
- yelled or swore at you
- tampered with your things.

Bullying should not happen anywhere.

Overhead	Lesson Notes

How do you think you would feel if this happened? People who are bullied may feel bad not only at work but also at school or at home. Friendships may suffer. At home people who are being bullied at school or at work may:

- not want to do things they would normally do
- worry about the next time they have to go to work
- become sick or not want to be around people
- get very upset about things that don't matter much
- need continued understanding and support
- tend to blame others for their problems.

At work they may:

- have headaches, an upset stomach, not feel like eating or eat too much
- feel sad and depressed
- not be able to sleep and always be tired
- not feel like they can do the work
- not want to be with other people
- not be able to focus on work and get it done
- feel anxious or nervous and maybe even have panic attacks
- get very quiet and not share their feelings until they come out all of a sudden.

Bullying can be hidden. The bullies themselves may tend to deny there is a problem at all. The people who are being bullied tend to bottle up their feelings until it's too late and they come out all of a sudden through anger. Some people who are bullied blame themselves.

Bullying not only affects the person being bullied but can also affect other workers. They may:

- find it hard to get work done
- feel afraid and unhappy because they might be next

Overhead **Lesson Notes**

- feel guilty because they know that it's wrong but they are not able to do anything about it or don't want to get involved
- be afraid to help the person who is being bullied in case it starts to happen to them too.

Why do people become bullies?

There can be a number of reasons:

- They might think that bullying is the only way to get people to do what they want.
- They might not realize what they are doing and that it is hurting someone else.
- They might be afraid of becoming the next person who is bullied.

Three things to do:

1. **Realize that you're being picked on.**
2. **Don't yell or hit back.**
3. **Tell someone you trust.**

Three things to do if you think you are being bullied:

1. Realize you are being picked on.

- Are you being scared, threatened or kept away from other people?
- Is how you do your work always being picked on unfairly?
- Are you being insulted, or criticized in front of others?
- Are you being threatened with being fired?
- Have these things been going on for a long time?

2. Do not worry about why it is happening. Don't yell or hit back.

- Do not become a bully yourself or hit people or others will think you are part of the problem.

3. Take action.

- Make sure you know exactly who was bullying you.
- Keep notes about bullying times, places and what was said and done, who was involved, and who saw or heard it happen.
- Discuss the problem with other workers, your supervisor, teachers or parents. Tell an adult you trust.

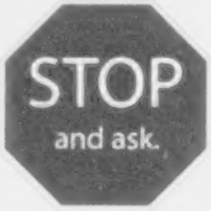
Overhead	Lesson Notes

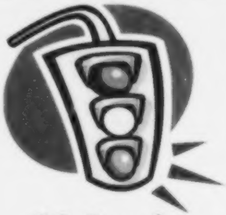
- GET HELP! If you are making a formal complaint it needs to be in writing – keep a copy.
- Make sure you show the same thing has happened over and over – use your notes to show specific times, places and people who can back up your side of what happened. Get help to do this if you need to.
- Don't give up by quitting – this would be letting the bully win.

Suggested Activity

In groups of two to four have students read the following scenarios and create two endings – one where the problem is solved when it should be and the other where the person has to get help. Highlight who they went to for help, what they said and how they said it.

1. Mary works stocking shampoo on the shelves in a drug store. She has been having trouble because a co-worker is always calling her names like slowpoke or tubby. Today she wants to tell him that this hurts her feelings and she would like him to stop.
2. John works in an autobody shop. He notices that the boss watches him more than any of the other workers. He often sees him inspecting his work very closely and he thinks that he is waiting for him to make a mistake. The last time he found one he made a big deal out of it and made John think that he was going to fire him for a small mistake. Other workers have made a lot worse mistakes and nothing was said.
3. Megan works entering data on a computer. One day last week when she came to work someone left a sign on her screen with a cartoon picture making fun of her size. She felt like crying and was really hurt that someone would do this. This was not the first time this kind of thing had happened to her.





Lesson summary: “STOP and ask.” or “GO. Be safe.”

Use the “STOP and ask. / GO. Be safe.” master provided on pages 17 and 18 to make handouts for your students. Ask students to hold up either their “STOP and ask.” or “GO. Be safe.” signs when you describe the scenarios below. Alternatively, you could have students call out “STOP and ask.” or “GO. Be safe.” when you describe the scenarios.

If you are being called names by your co-workers and it upsets you. (*STOP and ask.*)

If the work you're doing is too difficult and you're finding it too hard to keep up. (*STOP and ask.*)

If you enjoy your job and get along well with your co-workers. (*GO. Be safe.*)

If you feel that you get a headache while you're at work, but feel fine before and after work. (*STOP and ask.*)

If you have been trained and understand exactly what you need to do and it's not too difficult for you. (*GO. Be safe.*)

Overhead Masters

Lesson 7: Stress on the Job

Pressures of working life

Is someone picking on you at work?

Three things to do:

1. Realize that you're being picked on.
2. Don't yell or hit back.
3. Tell someone you trust.

Section 3

Additional Resources

Health and Safety Resources Suitable for Teachers of Students with Special Learning Needs

Live Safe! Work Smart! Binders and CD ROM

Live Safe! Work Smart!

Written by health and safety professionals and produced by the Ministry of Labour in partnership with the Ministries of Education and Training, Colleges and Universities, *Live Safe! Work Smart!* provides comprehensive resources for Ontario teachers developed to match the health and safety expectations in the Ontario Secondary School Curriculum for Grades 9–12. For an evaluation of the resource visit the Ontario Curriculm Centre (OCC) website at www.curriculum.org/occ.

Within the two-volume set (Grade 9–10 and Grade 11–12) are lessons, overheads, handouts and exercises. All of the material in the two binders is also available on one bilingual CD.

Binders and CDs have been distributed to all secondary schools in Ontario. If you can't locate either in your school, you can go to www.livesafeworksmart.net to order a CD of your own or to find out whom to contact in your Board to find out where the material might be in your school. If you don't have access to the web, you can place an order by calling 416-326-7874 or 1-800-268-8013. The CDs are free for Ontario secondary school teachers.

Live Safe! Work Smart! Website

www.livesafeworksmart.net

The *Live Safe! Work Smart!* website functions as a companion site for the *Live Safe! Work Smart!* materials, including this book. On the site are two lists of additional resources for teachers, one listed by course area and the other sorted by industry. Many of these resources will be of particular interest to teachers involved with experiential learning. You'll also find files for the handouts and overheads in this book, as well as news about new resources for teachers as they become available.

Live Safe! Work Smart! Appendix for Cooperative Education

The *Live Safe! Work Smart! Appendix for Co-operative Education and Other Forms of Experiential Learning* has special information for teachers dealing with workplaces, including advice on conducting a placement assessment for health and safety. There's also a chart providing cross references between the learning expectations for Cooperative Education in the Ontario Secondary School Curriculum and the *Live Safe! Work Smart!* resources for Grades 9 through 12. This will help teachers choose appropriate lessons from *Live Safe! Work Smart!* A copy of the resource can be downloaded in pdf format from www.livesafeworksmart.net.

WorkSmartOntario Website

www.WorkSmartOntario.gov.on.ca

Created by the Ontario Ministry of Labour in partnership with the Workplace Safety and Insurance Board, and the Ministries of Education and Training, Colleges and Universities, *WorkSmartOntario* is a website designed to make young and new workers aware of employee and employer rights and responsibilities under the *Occupational Heath and Safety Act* and the *Employment Standards Act* . The site has a special service area called "I've Got a Problem," which provides the information workers are likely to need in common workplace situations.

On the *Live Safe! Work Smart!* website at www.livesafeworksmart.net we've provided a *WorkSmartOntario* scavenger hunt quiz you may find suited to some of your students. It asks them to go to the *WorkSmartOntario* site and find the answers to several multiple choice questions about employment standards and health and safety in the workplace. The *WorkSmartOntario* website is compliant with the *Ontarians with Disabilities Act*, so this exercise should be suitable for students using assistive devices to access the Internet.

Health & Safety 101

www.hs101.ca

This online, interactive material developed by the Workplace Safety and Insurance Board provides young workers with useful health and safety information. The site will be of particular interest to teachers with students doing virtual learning. Macromedia Flash Player is required to view the material.

Young Worker Awareness Program (YWAP)

www.youngworker.ca

Resource Book

This multi-faceted program includes free videos, student resource books, CDs, a website and in-school presentations by community members. The school program has two components, a general assembly presentation and a classroom instruction segment. Both stress student interaction. To book a presentation for your school or to obtain copies of the book or CD visit www.youngworker.ca or call 1-800-663-6639.

Selected Resources on Employment Accommodation for People with Disabilities

Ontario Ministry of Citizenship. Accessibility Ontario Website

www.gov.on.ca/citizenship/accessibility

This site is designed to provide information, useful resources, best practices and motivation to organizations, communities and interested individuals working together to make Ontario more inclusive and accessible to everyone.

Government of Ontario. Gateway to Accessibility

www.equalopportunity.on.ca

On this portal the Government of Ontario presents extensive resources and information for business and service providers on workplace diversity and creating accessibility for people with disabilities.

Ontario March of Dimes Directory for Accessibility

www.accessibilitydirectory.ca

This site provides a list of Ontario businesses and community organizations that provide assistance for businesses to make their workplaces accessible to employees with disabilities. The site includes lists of architects, contractors and consultants specializing in barrier removal and barrier-free design, and also lists companies and consultants who provide assistive technology, ergonomic consultation and assessment and advice on employment accommodation and disability management.

cnib.workopolis.com

cnib.workopolis.com

This site is the home of the Canadian National Institute for the Blind's job seeker database and employment accommodation service for blind, visually impaired and deafblind Canadians.